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ABSTRACT

The University of North Carolina at Greensboro charged a committee with studying the needs of the university for special instructional media, surveying its existing resources in this area, and recommending a plan for coordination of use of instructional media. By and large, departments agreed that maintenance of existing equipment was an immediate problem. Also, faculty and students basically believed in the need for a campus film library, readily-available audiovisual equipment, and training in the use of media. Although a central facility was thought desirable by many, others feared that it would reduce accessibility and promote bureaucracy. The committee recommended that a coordinating agency for media services be established. Its functions would include: coordination of media services, equipment maintenance services, provision of hardware/software collections, consultant services and instructional development, production services, and telecommunication services. These programs would be implemented in three phases. Tentative budgets and survey questionnaires are included. (JK)

ED055443

THE REPORT OF
THE UNIVERSITY AD HOC COMMITTEE
ON INSTRUCTIONAL MEDIA

Submitted to Chancellor James S. Ferguson
July 1, 1971

EM009 891

University of North Carolina at Greensboro
Greensboro, North Carolina 27412

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The Report
of
THE UNIVERSITY AD HOC COMMITTEE ON INSTRUCTIONAL MEDIA

Prepared under the direction
of
Cora Paul Bomar, Committee Chairman

The University of North Carolina at Greensboro
Greensboro, North Carolina 27412

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education .. July 1, 1971

MEMORANDUM

TO: Chancellor James S. Ferguson

FROM: Cora Paul Bomar Cora Paul Bomar

Attached is the final report of the University Ad Hoc Committee on Instructional Media, copies of which are being distributed to the committee members. Multiple copies will be furnished to Vice Chancellor Jones, at his request.

The Committee agreed, at the request of Mr. Jones, to present recommendations in the form of a sequential plan for implementing campus media services, and to project budget estimates for initiation of these services. It should be emphasized that the budget figures in the report are tentative projections rather than firm budget requests.

This report completes the charge given by you to the committee. You will note that the report recommends the replacement of the Ad Hoc Committee by a permanent committee.

Please let me know if you should wish to discuss with me or members of the committee the substance of the report.

cc: Vice Chancellor Stanley L. Jones

University Ad Hoc Committee On Instructional Media

Appointed by Chancellor James S. Ferguson

Original Committee

Dr. Naomi G. Albanese, Professor and Dean, School of Home Economics (Dr. Mildred Johnson, Associate Professor, School of Home Economics, represented Dr. Albanese on the Committee)
Mr. Gilbert Carpenter, Professor and Head, Department of Art
Dr. Bruce M. Eberhart, Professor and Head, Department of Biology
Dr. William Felt, Associate Professor, Department of Romance Languages
Dr. Lawrence Hart, Professor and Dean, School of Music
Mrs. Elizabeth Holder, Head Reference Librarian
Mrs. Ethel Martus Lawther, Professor and Head, School of Health, Physical Education and Recreation
Dr. Vance T. Littlejohn, Professor, School of Business and Economics
Dr. Herman D. Middleton, Professor and Head, Department of Drama and Speech
Dr. Robert L. Miller, Professor and Dean, College of Arts and Sciences
Mr. Michael Molenda, Lecturer, School of Education
Dr. Anna Joyce Reardon, Professor, Department of Physics
Dr. Wayne Thompson, Professor and Head, Department of Sociology and Anthropology, January - December, 1970
Dr. Richard T. Whitlock, Associate Professor, Department of Physics

Additional Committee Appointments

Dr. W. Hugh Hagaman, Assistant Professor, School of Education
Miss Jerri McBride, Student
Miss Sandra D. Reed, Assistant Professor, School of Nursing
Mr. John Saunders, Director, Institutional Studies
Mr. William E. Winslow, Student

Committee Chairman

Miss Cora Paul Bomar, Assistant Professor, School of Education

Committee Secretary

Mrs. Mary Frances Johnson, Assistant Professor, School of Education

Ex-officio

Miss Mereb E. Mossman, Vice Chancellor for Academic Affairs, January 1970-February 1971
Dr. Stanley L. Jones, Vice Chancellor for Academic Affairs, February 1971-

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I. INTRODUCTION

A. Appointment of Committee

On January 2, 1970 Chancellor James S. Ferguson appointed the University Ad Hoc Committee on Instructional Media composed of sixteen members representing schools and departments within the University. Vice Chancellor Mereb E. Mossman served as an ex officio member. (See Appendix A, p. 35.) Later other professionals were added as well as student representation, bringing the membership of the committee to twenty. In January 1971 the new Vice Chancellor, Dr. Stanley L. Jones, replaced Miss Mossman on the committee.

The University Ad Hoc Committee on Instructional Media was asked by the Chancellor to "study the needs of the University for special instructional media, survey its existing resources of this nature, and recommend a plan for coordination of use of instructional media." He further stated in his memorandum appointing the committee, "the group's attention should be directed also to an evaluation of present committee structure for organizing and promoting use of instructional media."

B. Background

At the first meeting of the Committee on February 19, 1970, Vice Chancellor Mossman was requested by Chairman Bomar to review previous efforts made by the University for special instructional media services, and to discuss needs prompting the appointment of the present committee. Miss Mossman reported that media services have been a recurring concern of the University over many years, and that several committees had been appointed during the 1950's and 1960's to investigate needs and make recommendations--in response to emerging needs of the departments and schools and in connection with self-study reports made for reaccreditation.

purposes. Steps taken in response to such recommendations included (1) the establishment of a standing committee on Audio-Visual Aids; (2) the establishment of the Audio-Visual Center for film rental and related services with Dr. Reardon as head; and (3) the employment of a technician for audiovisual equipment maintenance services. She called attention to related developments within the University: the establishment of a library/instructional media education program at the graduate level and the construction of new quarters for the Center for Instructional Media, School of Education. In conclusion, Miss Mossman suggested that the committee consider, in toto, the direction the University is taking/should take in providing special instructional media and related services; identify campus needs for such services; and identify what is needed in organizational structure to support these services.

Members of the committee indicated agreement that the full range of media services needed now and in the future should be explored. Miss Mossman stated that recommendations are needed to supply information for self-study reports for University reaccreditation, and to guide planning for the building addition to Jackson Library. Planning for this facility must consider what role Jackson Library will perform in the provision of special instructional media and related services.

The following working definition of the term, "special instructional media" was agreed upon at the initial meeting of the Committee. Areas identified for consideration included:

1. "Software"--print and audiovisual materials; sources of information.
2. "Hardware"--equipment and installations used to obtain/consume materials; involves electronic mediation.
3. Local production of media, e.g., overhead transparencies, 2x2 slides, other graphics, audio tape recordings, videotapes.
4. Consultant service in uses of media for instructional development.
5. Instructional television.

II. METHOD

From the initial appointment of the University Ad Hoc Committee on Instructional Media an earnest effort was maintained to involve all committee members in determining procedures to be followed, in analyzing findings coming from the study, and in formulating recommendations.

The committee was in session for five regular meetings from January 2,1970 through May 27, 1971. Between regularly scheduled meetings pertinent information was distributed to committee members. All committee members were invited to meet with Dr. Donald P. Ely when he came to the campus as consultant to the committee, August 6-7, 1970.

As suggested in Chancellor Ferguson's memorandum establishing the Ad Hoc Committee on Instructional Media (See Appendix A, p. 35) subcommittees were appointed from the committee to deal with specific aspects of the committee's activities. (See Appendix B, p. 36)

A. Committee Meetings

Committee meetings were held when there was a need for interaction, determination of policies and procedures, progress reports, and formulation of recommendations. The minutes reflect the following action taken to give direction to the study:

1. First meeting, February 19, 1970. The committee voted that a subcommittee be designated to work out plans and procedures for study of needs and conducting the survey of resources. Mr. Michael Molenda, Dr. Anna Joyce Reardon, Dr. Richard T. Whitlock, and Dean Robert L. Miller were asked to serve on this subcommittee.

2. Second meeting, Tuesday, May 12, 1970. The committee voted that a consul-

tant be asked to visit the campus during the summer to meet with and advise committee members on plans and procedures for conducting the study. Dr. Whitlock, chairman of the subcommittee to formulate plans for conducting the study, gave a progress report. He also reported that Mr. John Saunders, Director of Institutional Research and Development, had met with the subcommittee to explore possibilities for assistance in research, and that he had indicated willingness to help in all ways possible.

3. Third meeting, October 14, 1970. The committee voted to adopt, with minor revisions, the suggested procedures for conducting the study. (See Appendix C, p. 37). Dr. Hugh Hagaman, was asked to serve as coordinator for the study with the existing subcommittee, augmented by volunteers from the committee and Mr. John Saunders, to serve as an advisory body to Dr. Hagaman.

4. Fourth meeting, March 4, 1971. Dr. Hagaman gave a preliminary report on the completion of Phase I of the study. He reported that among the needs revealed in Phase I, maintenance needs are viewed as pre-eminent. The committee voted that a subcommittee be established and charged with responsibility for developing a plan for alleviating the immediate all-University needs regarding the maintenance of audiovisual equipment. Vice Chancellor Stanley L. Jones, Dean Lawrence Hart, and Michael Molenda, serving as chairman, were appointed.

5. Fifth meeting, May 27, 1971. The committee reviewed the findings of the completed survey, suggested minor revisions and requested that a subcommittee refine these into recommendations and prepare the final report.

Vice Chancellor Jones requested that the recommendations for action be accompanied with recommended budget for initiating services 1971-1973 biennium. Dr. Reardon, Dr. Whitlock, Dr. Hagaman, Mr. Molenda, and Mrs. Mary Frances Johnson were asked to serve on this committee along with Chairman Bomar.

B. Consultant Service

Dr. Donald P. Ely, Director of the Center for Instructional Communication, Syracuse University, spent August 6-7,1970, on campus as consultant to the committee to help in organizing a comprehensive survey of the status of and needs for instructional media services. Members of the Committee met with Dr. Ely in three sessions held on August 6 and 7.

Dr. Ely recommended that the Committee raise questions and explore ideas broadly; focus on how to establish conditions to improve teaching and learning--considering how media can contribute to such improvement; and view the proposed status study of existing media resources on campus only as a part of the means to this end. He suggested that the overall goal of the Committee is instructional development, with actual demand for instructional development support as the measure of success. Consideration should be given to establishing an instructional development program such as those initiated at Michigan State, McGill, and Florida State Universities, providing incentive funds for which departments may apply for assistance in media-supported instructional development. Components of such a program might include consultant service, evaluation service, and media support service.

With respect to media support service, Dr. Ely stated that a coordinated management program makes the best use of available funds and resources, and suggested that consideration be given to centralizing the following functions for

the campus: (1) equipment purchase, supply, and maintenance--although satellite "depository" centers should be provided throughout the campus as needed; (2) "software" purchase and organization; (3) production service.

Dr. Ely recommended that the Committee's survey of media resources and needs of the University include two major aspects: (1) study of existing media equipment and facilities, obtaining quantitative data by use of a checklist instrument, and (2) study of current and emerging needs for media to support instructional development, based on interviews of deans and department heads, representative faculty members, and students.

In the final session members of the committee reviewed Dr. Ely's draft statement of observations and preliminary recommendations for the instructional media program at the University. (See Appendix D, p. 39)

C. Survey

The survey was conducted in three phases.

Phase I. Quantitative and qualitative surveys were conducted by a subcommittee and the Office of Institutional Studies. Basic procedures for conducting the surveys included: orientation of deans and department heads; preparation of checklists and interview schedule; collecting data and conducting interviews with deans and department heads; compilation of data; and review of data by committee.

Phase II. Opinionnaire survey was conducted by a subcommittee. Basic procedures followed included: preparation of media services opinionnaire; determination of student sampling to be surveyed; administering survey via campus mail; collecting and analyzing returns.

Phase III. Committee recommendations were formulated and a subcommittee prepared the final report.

III. THE STUDY: QUANTITATIVE AND QUALITATIVE SURVEYS OF THE NEEDS OF THE UNIVERSITY FOR SPECIAL INSTRUCTIONAL MEDIA

Dr. Hugh Hagaman coordinated the study. Mr. Michael Molenda, Dr. Richard Whitlock, and Mr. John Saunders assisted Dr. Hagaman in the implementation of Phase I and Phase II of the study. All faculty members were given the opportunity to express their opinions through the media services opinionnaire, as well as a large sampling of the University student body.

Quantitative Survey of Instructional Media

Three separate inventories of instructional media were taken during the 1970 Fall Semester. Inventory of facilities was done by personnel from the office of Institutional Studies, and the inventories of equipment (Appendix E, p. 43) and software (Appendix F, p. 46) were completed by the schools and departments of the University. Holdings vary from departments with almost no equipment or instructional media to departments with extensive holdings. Purchases made since December 1970 are not reflected in the inventory lists.

Inventory of Facilities. The standards used for the inventory of facilities were determined arbitrarily by the subcommittee and included items, such as provision for light control and for electrical outlets, which contribute to the use of instructional media.

The Petty Building is being renovated at the present time and for this reason was not included in the inventory. No inventories were completed for the WUNC-TV television studio and the Aycock Auditorium. A thorough study of the potential use of WUNC-TV facilities in instruction on this campus should be undertaken in cooperation with WUNC-TV University staff.

In general the inventory of facilities indicates a wide range of instructional facilities with regard to size and accomodation of instructional media. Some buildings need little or no renovation in order to facilitate complete media usage while others will need major renovation. Light control would appear to be the major deficiency noted in most buildings. In some buildings temperature control is a major concern. Many classrooms do not have permanently mounted projection screens, a matter which could be corrected with relatively little expense.

Inventory of Instructional Media. Inventories of equipment and materials also vary. In some instances records are almost non-existent while other departments have sophisticated and workable inventory control systems. However, the inventory is not generally known outside the department and equipment and materials are circulated primarily within the department. Some department heads expressed concern over this situation and have suggested that materials be cataloged in some central location in order to make them available for wider use. The types of materials owned also varied from department to department. Some departments are interested primarily in audio tapes while others are interested in 35mm slides, etc. The inventories reported that one hundred sixty one 16mm films are owned and housed on campus in various departments and schools.

Qualitative Survey of Instructional Media

As a part of the qualitative survey, Dr. Hagaman, Dr. Whitlock, or Mr. Molenda interviewed each department head and dean. It was anticipated that these interviews

would give the Committee some evidence of the present status of instructional media as well as some possible future uses. (See reference to interviews on p. 16)

The major finding of this part of the study is the indication of a wide range of differences among departments and among individual professors within departments in the use of media. The range of usage is from very little to heavy. Some departments have little or no equipment while others have a wide variety of equipment and associated materials. Knowledge about media and its possible implications for instruction also varies significantly from department to department.

One factor which does seem to be significant is that departments which are using media widely have one or more professors who are deeply interested in instructional media. It would appear that these individuals are more or less responsible for the interest in and use of media.

Purchase, inventory, and circulation policies differ from department to department. In most cases purchase is done through the department head's office on recommendation of individual faculty members. In only a few instances is advice sought from outside the department--a situation that results from several factors, of which the most important perhaps is a lack of knowledge of expertise available on the campus.

There is no formalized process of providing consultation services nor is there evidence of any organized effort to provide for inservice education of faculty in the use of media. There are some reports of services rendered by the media personnel of the School of Education but the furnishing of such service is voluntary and is carried out in addition to regular instructional responsibilities. Several department heads have suggested that provision of campus consultants would benefit their instructional programs through promotion of increased use of media. There is disagreement concerning the organization of such services but general agreement that these services are needed. One type of instructional material, 16mm films,

was suggested as having tremendous potential which is not being realized on this campus. The present rental system was cited as being inadequate to meet the present and future instructional needs, especially for heavily-used films. As a result, several departments have purchased copies of 16mm films to afford immediate access by professors. It was suggested often that the University should explore the possibilities of establishing a film library. Such a film library would also provide maintenance (cleaning and repair) of films, not provided at present.

In a few instances there is evidence of major change in instruction through the use of media. The audio-tutorial lab in Biology is one specific example. The use of media in the preservice training of teachers is increasing. This is evidenced in the use of micro-teaching and of simulation materials in the School of Education. At least three departments, Music, Home Economics, and Education, are using video tape recorders and related equipment with preservice teaching. In other departments, Health, Physical Education, and Recreation in particular, media are also becoming an important factor in thesis and dissertation research and presentation.

Some departments use little or no media and feel that media have little to offer in the instructional program. In most of these cases there is a lack of knowledge of media and their possible contribution to the instructional process. Attitudes vary, but in some instances it appears that there is a fear of and/or a dislike of media.

Regardless of the degree to which media are used, such use is accomplished almost entirely through departmental efforts. There is little or no indication of active encouragement from the University level, in provision of qualified media personnel at the University level. Budgets in general indicate minimum support for media. Repeatedly it was pointed out by department heads that maintenance of equipment is a problem which must be faced immediately. Maintenance facilities

on campus are totally inadequate and availability of maintenance is uncertain. In addition, budgets allow only the most urgent repairs, with preventive maintenance non-existent.

Audiovisual Equipment Maintenance Subcommittee

At the March 4 meeting of the committee a subcommittee was established and charged with responsibility for developing a plan for alleviating the immediate all-University needs regarding the maintenance of audiovisual equipment. Vice Chancellor Jones, Dean Hart, and Mr. Molenda, who served as chairman, met on March 16 to discuss a plan.

There was a consensus that immediate steps should be taken to employ an additional electronic technician, whose services would be required regardless of whatever overall long-range plan was developed in the future. He would serve the several academic departments which are now in greatest need of AV repair services. He would probably be housed in the media facilities of the School of Education.

Mr. Jones agreed to begin exploring ways and means of employing such a technician; he was optimistic about the chances of establishing a position beginning in the next fiscal year (July 1, 1971).

Looking to longer-range needs, the subcommittee felt that a detailed plan for maintenance and repair services should be developed out of the final report of the whole Ad Hoc Committee. Such a plan would deal with administrative organization, size and nature of staff, costs of providing needed tools and facilities, etc. Dr. Jones suggested that his office might be able to support a summer appointment for a consultant to assist in developing the detailed plan.

Needs of Faculty and Students

The responses of the Deans and Department Heads were consolidated into an opinionnaire which was then used to survey the faculty and selected students. p. 47 (Appendix G) Responses included 368 opinionnaires returned by undergraduates, 183 by graduates, and 221 by faculty.

It is interesting to note that all groups reacted in a similar fashion to the majority of statements; however, individual responses, especially as noted in comments made by respondents, indicate a wide range of differences concerning media usage. Comments on return opinionnaires would indicate that there are strong feelings concerning the use of media in the instructional program. These feelings are both favorable and unfavorable and are demonstrated by both faculty and students.

Responses also indicate a lack of understanding of certain types of media as well as possible instructional uses. Statement 10 of the opinionnaire, dealing with simulation materials, drew several queries regarding the nature of this type of material.

The number responding to the opinionnaire varied from question to question. This might indicate that some care was exerted in ranking each statement, rather than the casual approach of simply checking all items.

The responses to the opinionnaire are skewed toward the positive, with a single exception: statement 24 (A slide librarian is needed for the Art Department.).

The following statements received very strong positive support

5. Audiovisual equipment should be readily available for use throughout the campus.
15. There is a need for a campus film library available to all departments.

26. Students in teacher education programs need training in the use of media.

30. Due to the security problem, audiovisual equipment should be insured.

31. A union catalog of all materials on campus (including those in departments) would facilitate wider use by all departments.

The above statements were followed closely, in positive support, by these:

8. Virtually every department needs additional media equipment for special purposes -- for example, the use of video recorders for observation of performance skills in the Drama-Speech Department.

12. Media should be more easily accessible to students.

14. Each department/school should have access to a collection of instructional materials in the new media formats.

28. There is an immediate need for systematic maintenance of existing audiovisual equipment.

In summary, the results of the opinionnaire are positive and support the expanded use of instructional media on this campus.

The tabulated responses, analyzed in several different ways, are attached.

Appendix H, p. 50	Numerical Responses to Media Services Opinionnaire
Appendix I, p. 52	Percentage Responses to Media Services Opinionnaire
Appendix J, p. 53	Ranking of Responses to Media Services Opinionnaire
Appendix K, p. 55	Analysis of Statements in Media Services Opinionnaire

While the responses to the opinionnaire indicate a desire for expanded media services, they also seem to indicate other things which should be kept in mind as plans are made to proceed. Some of these are:

1. Concern for providing for individual preferences--both in need for media and in use of media.
2. A lack of understanding of media, sometimes expressed as a fear of media controlling instruction.
3. Some concern that a media center might pull all equipment and materials together in one place, reducing accessibility.
4. Some concern that a media center might become a bureaucratic agency which could only impede instructional progress.
5. Some fear that student-teacher contact would diminish, with increased use of media.

IV. RECOMMENDATIONS

On the basis of the needs and concerns revealed by the study it is recommended that a coordinating agency for campus instructional media services be established immediately and that this agency be the Office of Media Services, and that it have University status comparable to the Jackson Library and the Computer Center with the Director of the Office reporting to the Vice Chancellor for Academic Affairs.

The major areas of services offered through the Office of Media Services will include: (1) coordination of campus media services, (2) equipment maintenance services, (3) provision of media hardware/software collections, (4) consultant services and instructional development, (5) production services, and (6) telecommunication services. (Data and opinions gathered in the interviews with deans and department heads have been collected in the files of the Committee. It is strongly suggested that the specific recommendations of department heads be studied prior to implementation of media services.)

Full implementation of the six media services listed above are to be accomplished on a graduated schedule through sequential phases. In the initial phase it will be necessary to provide personnel, staff, space, equipment and supplies, and operating funds through a budget designated for the Office.

The following chart sets forth the major services and the sequential phases for implementing a full complement of media services.

A. OFFICE OF MEDIA SERVICES

	PHASE I (1971-73)	PHASE II (1973-	PHASE III (
1. Coordination of campus media services	Establish University agency to coordinate instructional media services . Employ director . Employ initial staff: -Clerk-typist -Others as needed to provide/continue initial services . Provide quarters and initial equipment required to begin services . Allocate budget for operating expenses Establish procedures for coordination of: . Purchase of all audio-visual equipment . Review of plans for all future construction/ renovation	Expand staff as needed to include: . Professional consultants Expand quarters and equipment to support expanded services Increase budget (capital and operating funds) to support expanded services	Implement full program

	PHASE I (1971-73)	PHASE II (1973-	PHASE III (
2. Equipment maintenance services	Initiate campus-wide audiovisual equipment maintenance service program . Employ initial staff: - Audiovisual equipment maintenance technician - Clerk . Provide initial resources to establish the service: - Quarters - Maintenance equipment - Supplies, parts, & contractual services - Van for pickup/delivery - Specialized training of technician in industry schools . Provide preventive and corrective maintenance for audiovisual equipment on campus Expand the above as required by maintenance needs of campus	Extend maintenance service program to meet: . Rising volume of demands . Increasingly diverse and specialized needs (as use of more complex technology grows) Expand staff as needed to include: . Additional and/or specialized maintenance technicians Increase budget to support expanded service.	Keep pace with rising needs

	PHASE I (1971-73)	PHASE II (1973-	PHASE III (
3. Provision of media hardware/ software collections	Establish pool of circulating audiovisual equipment: . To supplement (or, as appropriate, replace) departmental holdings . To replace temporarily items in repair . To serve needs for heavy-use and/or specialized items Maintain inventory of media hardware on campus Provide: . Upkeep of 16mm films owned by University (cleaning, splicing, etc.) Explore needs & make recommendations for media software: . Central index (union catalog) of campus holdings . Centralized collections--e.g., 16mm film library Augment staff by use of work study students and/or graduate assistants	Expand equipment collection to meet needs of: . Faculty . Students Expand staff as needed to include: . Professional media staff . Supportive staff Work with other campus agencies and units (departments/schools, Library, etc.) to provide central indexing of software resources Initiate/expand collections of software (in terms of priorities identified in Phase I study of software needs)	Implement full program

	PHASE I (1971-73)	PHASE II (1973-	PHASE III (
4. Consultant services & instructional development	Provide initial consultant services (through director of Office of Media Services) . Dissemination of information on media/media services/ media utilization . Assistance to groups and individuals in media utilization - Orientation, instruction to new faculty, staff, & graduate assistants - On call' consultation to groups and individuals Emphasize, in future appointments (all departments/schools), the employment of faculty members with competence in media use Augment staff by appointment &/or assignment of qualified graduate assistants for part-time consultant services in departments/ schools (under guidance of the media agency director)	Continue basic consultant services Employ additional media professionals to extend consultant services in such areas as: . Dissemination activities . Inservice education program, e.g.: - Sponsoring faculty seminars utilizing national experts as temporary consultants . Instructional design projects, to give assistance in systematic approach to design of instruction (projects to be supported by grants of funds)	Implement full program of instructional development services (design and evaluation of instruction) Employ, in the various disciplines/professions, faculty members with competence in the field and in media--to serve as instructional development consultants in their fields and as liaison persons with the campus media agency

	PHASE I (1971-73)	PHASE II (1973-	PHASE III (
5. Production Services	Initiate central production service for campus . Employ media production coordinator to implement service . Augment staff by appointment/ assignment of qualified work study/graduate assistants for part-time production work . Provide transparency and general graphics production service . Plan for/expand service to include: - Initiation of photographic production service ("2 x 2" slides, film-strips, 8mm films, etc.) - Audio tape production/ duplication service	Extend basic production services through: . Employment of additional and/ or specialized staff . Provision of additional space/equipment/budget as required	Continue to expand services in keeping with campus needs: . Faculty needs . Student needs

	PHASE I (1971-73)	PHASE II (1973-	PHASE III (
6. Telecommunications Services	Determine immediate needs for shared services regarding video tape production and use of existing broadcast television resources (possible need for cable television hookups on campus) Assist faculty in identifying and using existing campus television facilities	Study campus needs and potential applications of new telecommunications resources such as multi-channel cable television, dial access storage and retrieval systems, interactive computer terminals, and other two-way audio-video communication systems	Initiate/expand telecommunications services

B. BUDGET REQUIREMENTS FOR ESTABLISHING OFFICE OF INSTRUCTIONAL MEDIA

PHASE I

Categories	1971-72	1972-73	Total for Biennium
1. Personnel			
a. Salaries			
Director	$15,000 - $18,000	$15,750 - $18,900	$30,750 - $37,800
Audiovisual Electronics Technician II	8,000 - 10,000	8,400 - 10,500	16,400 - 20,500
Media Production Coordinator I	8,000 - 10,000	8,400 - 10,500	16,400 - 20,500
Clerk-Typist III	5,964	5,964	11,928
Clerk II	5,208	5,208	10,416
Work students/graduate assistants	( )	( )	( )
b. Employee benefits	(14.15% of salary of each position)		
2. Office supplies	1,000	1,200	2,200
3. Communications	500	600	1,100
4. Travel			
Director	800	600	1,400
Audiovisual Electronics Technician	2,000	1,000	3,000
5. Equipment			
a. Audiovisual maintenance equipment, supplies, and replacement parts	4,500	1,000	5,500
b. Production equipment	3,500	2,000	5,500
Production supplies	4,000	6,000	10,000

c. Audiovisual equipment for circulation to faculty/ departments	6,500	5,000	11,500
d. Office equipment	2,500	0	2,500
e. Small delivery truck, van type	3,000	0	3,000
6. Quarters			
Renovation	3,000 - 5,000	0	3,000 - 5,000

C. Explanation of Budget Requirements

1. Personnel

An initial staff to begin Phase I is a minimum essential. First priority should be given to immediate employment of the director, a clerk typist III, and an audiovisual electronics technician II. The media production coordinator I and the clerk II should be employed as soon as production facilities (space, equipment, supplies) are available. If, as an interim measure, the production laboratory in the McNutt Center for Instructional Media could be used until permanent facilities are ready a production coordinator and a clerk II should be employed now.

a. Director

The director is the chief administrator for the supervision of the Office of Media Services and he administers the program of service of the Office as it relates to the overall educational program. He works with University faculty and administration. He maintains lines of articulation and communication between the Office of Media Services and the offices of the University Vice Chancellors the academic areas, and student activities.

The director reports to the Vice Chancellor for Academic Affairs.

His appointment is a dual role: administrative and instructional (adjunct appointment as faculty member in his field).

Qualifications required of the director are:

Preparation:

Doctorate preferred

Preparation must include advanced study in media

Preparation must be adequate to qualify for instructional appointment as faculty member (rank to be determined by qualifications)

Experience:

Successful experience in administration of college-level media services

Desirable, but not required, experience in one or more of the following: educational administration, college teaching, administration of media services in another field (school system, armed forces, etc.)

b. Audiovisual Electronics Technician

The audiovisual electronics technician will perform preventive maintenance and make repairs and adjustments to standard instructional media equipment used in the departments and schools within the University. To do this type of skilled work he should be knowledgable in the use of tools and testing equipment and be able to maintain standard type of electronic equipment and be able to interpret diagrams and blueprints. He should be familiar with the construction and operation of standard types of instructional media equipment such as 16mm projectors, overhead projectors, opaque projectors, audio tape recorders, video tape recorders. He should demonstrate his ability to determine the cause of electronic and mechanical malfunction and the methods used in the repair of such equipment using specifications supplied by the manufacturers. He should be capable of maintaining and repairing audiovisual production equipment such as diazo and thermal transparency makers, film splicers, tape splicers, etc. He should maintain a stock of the more common types of mechanical and electronic components needed for

repairs, keep an inventory and prepare purchase order request forms. On occasion he would be expected to perform other related types of work. In general he should be capable of working independently without technical supervision and be able to establish priorities for the work he performs.

The technician will be supervised by and responsible to the Director of the Office of Media Services.

Required training should include graduation from high school and the completion of a recognized course in electronics plus, at least, one year of experience as an electronic technician or an equivalent combination of training and experience. Experience in performing audiovisual repair work in an educational institution is desirable.

c. Clerk-Typist

The clerk-typist will perform a dual role of secretary and clerk including such duties as: receptionist, bookkeeping/ purchasing, general clerical/typist duties, and assistance (initially) with equipment inventory/production services.

The clerk-typist will be supervised by and responsible to the Director of the Office of Media Services, and at times may work under the direction of the media production coordinator.

Required training should include graduation from high school and the completion of training in secretarial and clerical skills comparable to those required of Clerk III positions. Successful experience as a clerk-typist is essential.

d. Media Production Coordinator

The media production coordinator is responsible for administering the media production services under the general direction of the Director of the Office of Media Services. He designs format, scope, and details for specific production projects and activities and coordinates work of staff in executing the production. Format might be overhead transparency, filmstrip, sound filmstrip, 2" x 2" slide and tape unit, black/white photographs, 8mm film, 16mm film, etc.

The media production coordinator will be supervised by and responsible to the Director.

Required training should include (a) graduate of a four-year college or (b) completion of two years of college work plus specialized preparation in photography or graphics or a combination of specialized training in media production.

Experience in audiovisual production with some responsibility for supervising production activities is essential.

e. Clerk II

The clerk will perform a dual role, serving as assistant to the audiovisual electronics technician in equipment maintenance, maintaining records on audiovisual equipment, and operating the delivery van. At times he will be assigned to work in media production under the direction of the media production coordinator.

Required training should include graduation from high school. Completion of training in clerical skills is desirable. He should hold or qualify for a chauffeur's driving license. At least one year of successful clerical experience is desirable. Competency in driving an automobile is essential.

f. Graduate assistants and/or work-study students

Students assigned to the Office of Media Services should have interest in media and experience in media services is highly desirable.

2. Office supplies include the usual supplies needed for general office activities.

3. Communications include telephone, postage, and publications on services offered by the Office.

4. Travel

The Director will visit other campuses with established media services and attend conferences which will be of assistance in initiating Phase I.

The technician will attend training schools conducted by equipment manufacturers at factory locations.

5. Equipment

a. Audiovisual maintenance equipment includes test equipment, tools, etc., at an initial cost of approximately $1,000. For maintenance the figure of $3,500 is an estimate based on discussions with others involved in the maintenance of A.V. equipment. This amount will be required to build an adequate stock of replacement parts, lamps, etc. The first year's expenditure should be larger than the following year's since this is to be used for initial stock.

b. Production equipment

Items of production equipment would include such things as cameras, enlargers, etc., which are relatively expensive.

Some examples are:

	Approximate Cost
35mm camera w/assessory lenses	$800
Copy camera	850
Enlarger	380
Diazo printer	500
Headliner w/fonts	1,800
Copier, thermal	340
Typewriter - Primary type	400

In addition there are a multitude of less expensive items which will be required.

Production supplies

This must be an estimate since there is no experience on which we can base an exact figure. Experience in the School of Education last year would indicate that an average overhead transparency costs approximately $1.00 in materials. One roll of 20-exposure 35mm film produced as slides costs approximately $3.40 while a roll of super 8mm film costs $3.75. Neither of these costs includes supplies other than the film and processing.

If successful the production requests should increase rapidly the first few years. Again the experience in the School of Education last year indicates that the demands on this service increase as the faculty becomes aware of it.

c. Audiovisual equipment for circulation will include a pool of equipment for circulation to faculty/departments.

d. Office equipment, including office machines will be needed to set up offices for the staff.

e. Small delivery van is needed to transport equipment to and from the the media services facility and all locations on campus. Budget should include funds for operating the van.

6. Quarters

The following facilities will be required to establish the Office of Media Services and to initiate campus-wide services: (1) office for the director, (2) reception-office area for a clerk-typist, (3) equipment maintenance workroom, (4) audiovisual equipment storage area, (5) production services workroom, and (6) darkrooms. Adjacent space should be available for later development to house a 16mm film library and a microteaching laboratory, as these functions are added by the Office of Media Services.

It is recommended that the Office of Media Services be housed in the Curry Gymnasium, which offers the following advantages as a site for the Office: (1) sufficient space is provided, (2) this space is immediately available for use, with relatively minor remodeling needed to make it serve the projected functions efficiently, (3) the location offers convenience for pickup and delivery service, in close proximity to the service driveway serving the Curry Building, (4) the location is convenient for the campus, in terms of access by walking and by car, with parking space available, (5) the location offers close proximity to the School of Education Center for Instructional Media, thus facilitating the sharing of equipment initially, (6) the building offers additional space that could be incorporated into the Office of Media Services as its services are expanded, e.g., areas to house a 16mm film library and a microteaching laboratory.

The "girls' dressing room suite" and the "multi-purpose rooms" areas of the Curry Gymnasium are proposed for use as housing for the Office of Media Services. They offer adequate floor space to accommodate services proposed for Phase I with provision for later expansion.

It is suggested that the girls' dressing room suite be converted to the following functions:

Room 102: audiovisual equipment maintenance area. (This room provides convenient access to the outside entrance and the driveway, for pickup and delivery of equipment for repair.)

Room 103: director's office.

Room 104: reception-secretarial area, plus darkrooms (the darkrooms to be converted from existing shower room).

Room 104-A: production services work area.

It is suggested that the multi-purpose rooms be used for the following functions:

Room 101: audiovisual equipment storage, for the pool of circulating equipment. (This room provides convenient access for pickup and delivery of equipment and affords security for equipment.)

Room 101-A: (future) use either as a microteaching laboratory or a 16mm film library.

Renovation needed for utilization of the Curry Gymnasium areas as proposed above will include: (1) provision of additional electrical outlets; (2) air conditioning of the dressing room suite (Rooms 102 - 104-A) to enable use as office, reception, production, and equipment maintenance areas; and (3) renovation of the present shower room for use as darkrooms.

D. Structure

In determining structure in which the Office of Media Services operates the following relationships must be recognized:

1. The Director reports to Vice Chancellor for Academic Affairs.

2. Relationships to Existing Services
(A number of existing agencies currently offer services related to instructional media. While many of these functions can be administratively coordinated by a new central agency, it may be desirable to continue many of these functions as physically decentralized for the immediate future.)

   a. Faculty Committee on Audio-Visual Aids: replace with new Committee on Instructional Media.

b. Jackson Library: work cooperatively with new agency to plan for present and future indexing and housing of non-print learning materials.

c. Computer Center: work cooperatively with new agency on planning and implementing CAI. (Use of computer facilities for computational purposes (research, record-keeping, math and physics courses, etc.) should be distinguished from computer-assisted-instruction (programed instruction controlled by computer, computerized simulations and games, etc.). The latter functions might well be based in the new media agency.)

d. Film Rental Service: budgeted and coordinated through the new agency; physical location of film service functions to be determined by Dr. Reardon as long as she is the head.

e. Audio Tape Production: continue production of audio tapes in present studios in McIver Building, McNutt Building, and TV Center. Study most efficient location for future large-scale tape duplication.

f. McNutt Center for Instructional Media: phase out existing graphic production and equipment maintenance services as these are taken up by the new agency; facilities of McNutt Center to be concentrated on <u>training</u> and <u>research</u> related to application of communications media to education.

g. Carmichael Television Center: continue as production center for WUNC-TV; may be used occasionally for major television or film production projects of the new agency; further study is needed as to its potential role in the future campus telecommunications

system.

h. Campus electronics technician: budget and administrative control to be transferred to new agency; physical location to be determined by nature of work assigned.

3. Relationships to departments and schools

The new agency would:

a. Assume costs of audiovisual equipment maintenance services (formerly charged to departmental budgets)

b. Assume costs for production services offered

The new agency should:

c. Coordinate selection and purchase of new audiovisual equipment

d. Maintain a circulating collection of qudiovisual equipment for use by schools/departments

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Office of the Chancellor

January 2, 1970

MEMORANDUM

TO: Miss Cora P. Bomar, Chairman
Dean Naomi G. Albanese
Mr. Gilbert F. Carpenter
Dr. Bruce M. Eberhart
Dr. William Felt
Dean Lawrence Hart
Mrs. Elizabeth Holder
Mrs. Mary Frances Johnson
Dr. Vance T. Littlejohn
Miss Ethel L. Martus
Dr. Herman D. Middleton
Dean Robert L. Miller
Mr. Michael Molenda
Dr. Anna Joyce Reardon
Dr. Wayne Thompson
Dr. Richard T. Whitlock
Miss Mereb E. Mossman, ex officio

FROM: James S. Ferguson James S. Ferguson

Upon the recommendation of Vice Chancellor Mereb E. Mossman, I am appointing a University Ad Hoc Committee on Instructional Media as listed above. The Committee is asked to study the needs of the University for special instructional media, survey its existing resources of this nature, and recommend a plan for coordination of use of instructional media. The group's attention should be directed also to an evaluation of present committee structure for organizing and promoting use of instructional media.

It is anticipated that sub-committees will be appointed from the larger Committee to deal with specific aspects of the Committee's activities.

As indicated, Miss Cora P. Bomar is asked to serve as Chairman. She will contact members of the Committee concerning the first meeting of the group.

Unless I hear from you to the contrary, I shall assume your willingness to serve in this capacity.

pfk

SUBCOMMITTEES

Four subcommittees did much of the detailed work in implementing the charge given to the Committee by Chancellor Ferguson. These subcommittees used any resources that could be identified as helpful including human resources on campus, research in the field and the Association for Educational Communications and Technology and the National Education Association. Subcommittees were appointed to perform the following tasks:

Subcommittee I to develop the operational plan for the Committee. Members were Dean Miller, Dr. Reardon, Michael Molenda and Dr. Whitlock as Chairman.

Subcommittee II to conduct the study. Members were Dr. Whitlock, Michael Molenda and Dr. Hagaman as Chairman. Mr. John Saunders worked very closely with this subcommittee.

Subcommittee III to develop a plan to establish campus audiovisual equipment maintenance service to help meet the critical need for maintenance service now. Members were Vice Chancellor Jones, Dean Hart and Michael Molenda as Chairman.

Subcommittee IV to prepare the final report for the Committee. Members were Mrs. Mary Frances Johnson, Dr. Reardon, Dr. Whitlock, Michael Molenda, Dr. Hagaman, and Miss Bomar as Chairman.

Appendix C

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro
October, 1970.

Procedure for Conducting the Study

PHASE I

I. Quantitative Survey of Instructional Media

A. Scope of survey

1. Inventory of media

a. Hardware

b. Software (in cooperation with Jackson Library)

2. Inventory of instructional facilities

B. Procedures

1. Orient deans and department heads to the study

2. Prepare checklists

3. Brief surveyors (Office of Institutional Studies)

4. Collect data (Office of Institutional Studies)

5. Compile data for review by Committee

6. Make any recommendations that need to be implemented immediately

7. Target date for completion: December 1, 1970.

II. Qualitative Survey of Instructional Media

A. Scope of survey

1. Services

a. Inventory of existing services

(1) What exists

(2) Potential for expansion to campus-wide level

b. Identification of needs

(1) Immediate

(2) Emerging

2. Audiences to survey

   a. Deans and department heads

   b. Faculty (sample)

   c. Students (sample)

B. Procedures

   1. Orient deans and department heads to the study

   2. Develop interview schedule

   3. Conduct interviews with deans and department heads (using Committee members)

   4. Compile data for review by Committee

   5. Target date for completion: February 1, 1971.

PHASE II

   6. Prepare questionnaire based on inventory of service needs identified in Phase I (Delphi type)

   7. Select faculty and student samples

   8. Survey samples, using questionnaire (through 2 or more applications)

   9. Compile data for review by Committee

   10. Target date for completion: May 1, 1971

III. Committee Recommendations and Report

PHASE III

   A. Review survey findings and make preliminary recommendations based on findings

   B. Obtain consultant help as needed

   C. Prepare final report

   D. Target date for completion: May 30, 1971

UNIVERSITY AD HOC COMMITTEE ON INSTRUCTIONAL MEDIA

Appendix D

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

OBSERVATIONS AND PRELIMINARY RECOMMENDATIONS FOR THE INSTRUCTIONAL MEDIA PROGRAM AT THE UNIVERSITY OF NORTH CAROLINA--GREENSBORO

Donald P. Ely, Syracuse University

August 7, 1970

The major objective of the program is to improve the teaching and learning process at UNC-G.

Current Status

1. There is a concern and apparent commitment for such a program by the central administration, deans, and some faculty members.
2. A Center for Instructional Media exists primarily for the School of Education. The CIM would be overtaxed, from the standpoint of staff, to support the entire University.
3. Much equipment and some software exists but it is under the control of colleges and departments.
4. Some instructional spaces for the production and use of media exist, e.g., School of Nursing, Jackson Library, Petty (Science) Building and Curry Annex.
5. Specialized facilities have been established in McIver (language lab.) Curry (audio-tutorial biology lab.), Nursing (TV studio and distribution system), Jackson Library (listening facilities), and Curry Annex (media production, storage and distribution).
6. There are professional staff and support staff currently spending part-time on campus-wide instructional media services:
   - Dr. Reardon - Audiovisual Center (film services) + full-time clerk technician + part-time secretary
   - Mr. Lavers - full-time electronics technician
   - Dr. Hagaman and Mr. Molenda - part-time consultation
   - Mrs. Day - curriculum library + Mrs. Rhame - full-time professional

7. The North Carolina ETV network has studio facilities on campus but presents somewhat of an anomaly.

Some Immediate Short Range Goals (1970-1971)

1. Inventory all equipment owned by departments and colleges through the office of John Saunders.
2. Establish a university-wide coordinating agency for instructional media services considering CIM as the possible core for such an agency.
3. If CIM is designated as the university-wide agency, additional space in the Curry complex should be assigned and additional staff (technical and consultative) should be added.
4. Establish permanent (mounted or otherwise secure) equipment in rooms where media is used extensively.
5. Offer assistance to new faculty and graduate teaching assistants during the fall orientation program; offer continued assistance during the academic year on a workshop or individual basis.
6. Establish the Ad Hoc Committee on Instructional Media as a permanent Advisory Committee on Instructional Media with representatives of all schools and major departments and students.
7. Insist that instructional media personnel review the plans of the new library addition, science building renovation, life sciences building and general classroom building to recommend basic additions which could be made at minimal expenditure and no delay with primary attention to distribution and electrical systems. Also establish policy that such a review be made routine with all future construction.
8. Initiate a coordinated purchasing policy through the Business Office and CIM in regard to all audiovisual equipment purchased.

9. Organize a core technical staff within CIM to handle all routine maintenance and repair of equipment as able. Use contract services when required.
10. Review specifications for TV equipment for the School of Nursing to insure campus-wide compatability of TV and VTR systems.
11. Plan for a unified library catalog which would list all media on campus indicating type and location.
12. Begin an analysis of large enrollment classes through the office of John Saunders to determine how many students are enrolled in the required lower division courses, in how many sections, taught by how many instructors and where. This should help to determine the prime "targets" for instructional development.

Medium Range Goals (1971-1973)

1. Establish an office of instructional development reporting to the Academic Vice Chancellor.
2. Include the functions of the CIM within that office:
   - A learning service to develop course design and evaluation
   - A distribution service to acquire, catalog, store, distribute and maintain all hardware and appropriate software.
   - A production service to assist in the creation of custom-made instructional materials for use in courses within the university; media to be included are: films, videotapes, audiotapes, slides, transparencies, and general graphic materials.
   - A programming service to prepare programmed instruction and computer assisted instruction.
   - Expanded technical services to cover increased maintenance and coordinated use of facilities with high media use.

3. Endow the Office of Instructional Development with a fund which departments could draw upon for instructional development projects aimed at the improvement of instruction and le rning.
4. Begin formal communication with the faculty through an intra-University newsletter regarding instructional practices and media resources.
5. Create faculty seminars on teaching and learning using professor-consultants who are exemplars in their own disciplines, e.g., Walter Eppenstein (Physics, RPI), Sam Postlethwaite (Botany, Purdue), Sarah Short (Home Economics, Syracuse) and Barbara Narrow (Nursing, Syracuse).
6. Provide expanded consultative services to the faculty in the area of instructional design through the Office of Instructional Development. Such services would include specification of objectives, selection of appropriate teaching and learning strategies, grouping, use of media and evaluation; in other words, a systematic approach to the design of instruction.
7. Create independent learning centers in the library and in other key locations where individuals could go to use all types of media which had been selected and/or prepared for use by students in specific courses.

Long Range Goals (1973-1975)

1. Employ faculty members in the various disciplines and professions who have competence in the field of instructional media to serve as instructional development consultants to fellow faculty members and as liaison personnel with CIM.

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro

Appendix E

EQUIPMENT INVENTORY REPORT as of December 1, 1970

	In Use	Needs Repair	Not Usable
35mm projector	2		
16mm projector	40	3	3
Overhead projector	49	1	1
Filmstrip projector	30	0	0
8mm Cartridge projector	9	0	0
Super 8mm cartridge projector	16	0	0
Super 8mm sound projector	1	0	0
8mm projecor reel-to-reel	2	0	1
Super 8mm projector- reel-to-reel	2	0	0
Random access slide projector	1	0	0
35mm Slide projector	36	0	0
Lantern slide projector	5	0	2
Opaque projector	17	0	2
Rear screens	13	0	1
Portable screens	13	0	1
Fixed screen	32	0	0
Filmstrip viewers	29	0	0
Tape recorder reel-to-reel	94	6	0
Tape recorder - cassette	25	0	0
Record player	60	5	11
Micro-form readers	9	2	0
Turn table	0	2	0
Amplifier	6	0	0
Audiometer	4	0	0
Audio-tutorial carrels with tape deck	60	0	0
Audio-tutorial carrels with Master deck	1	0	0

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro

EQUIPMENT INVENTORY REPORT as of December 1, 1970
(continued)

	In Use	Needs Repair	Not Usable
Tape duplicator	1	0	0
Tape eraser	3	0	0
Film splicer	5	0	0
Video recorder	9	1	0
Video camera	10	0	1
TV monitors-receivers b/w	17	2	0
TV monitors-receivers color	1	0	0
TV tripods - dollies	8	0	0
Thermal copiers	8	0	0
Diazo printers	1	0	1
Dry mount press	2	0	0
Enlargers	10	0	0
Print washer	2	0	0
Print dryer	2	0	0
Light table	2	0	0
Trans lift	1	0	1
8mm sound camera	1	0	0
8mm camera	0	2	1
Super 8mm camera	5	0	0
35mm cameras	6	0	0
35mm half frame camera	1	0	0
Poloroid	6	0	1
Instamatics	2	1	0
Other cameras	4	1	1

EQUIPMENT INVENTORY REPORT as of December 1, 1970
(continued)

	In Use	Needs Repair	Not Usable
4 x 5 view camera	10	0	0
5 x 7 view camera	0	1	0
3¼ x 4¼ view camera	2	0	0

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro

Appendix F

MATERIALS INVENTORY REPORT as of December 1, 1970

16mm films	161
8mm film loops	204
Super 8mm film loops	259
Transparencies	663
Disc recordings	5,112
2 x 2 slide sets	116
2 x2 individual slides	14,537
Tape recordings reel-to-reel and cassette	604
2 x 2 slide tape sets	6
Filmstrips	2,300
Sound filmstrips	559
Video tape	68
Micro fiche & micro card	33,047
Micro film	4,047
Lantern slides	7,150
Models	55
Multi media kits	70
Programmed instruction	500 vol.
Art prints	60
Study prints	876
Framed pictures	239
Sterograph	1

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro
3/23/71

Appendix G

MEDIA SERVICES OPINIONNAIRE

Directions: By placing an X in one of the blocks to the left of each statement you indicate the importance you place on that statement. The numbers are weighted as indicated below:

1. utmost importance
2. very important
3. average importance
4. little importance
5. no importance

There are spaces at the end of the statements for you to list additional statements. Feel free to add as many as you like.

Please complete your ranking and return the MEDIA SERVICES OPINIONNAIRE by April 2, 1971. An addressed envelope is provided for your convenience in returning it to the University Committee on Instructional Media, Curry Annex Building by campus mail.

MEDIA SERVICES OPINIONNAIRE

1	2	3	4	5	
☐	☐	☐	☐	☐	1. University policies, such as the method of measuring "teaching load", should be modified to encourage new approaches such as team teaching.
☐	☐	☐	☐	☐	2. Increased use of instructional media is one of the best ways of stimulating better teaching and learning.
☐	☐	☐	☐	☐	3. Improvement of facilities; e.g., room darkening, would encourage utilization of media.
☐	☐	☐	☐	☐	4. Improved media services would assist instructional improvement.
☐	☐	☐	☐	☐	5. Audiovisual equipment should be readily available for use throughout the campus.
☐	☐	☐	☐	☐	6. Other departments should consider the use of the audio-tutorial approach such as is used in the general biology labs.
☐	☐	☐	☐	☐	7. The use of closed circuit television on a campus-wide basis should be considered.
☐	☐	☐	☐	☐	8. Virtually every department needs additional media equipment for special purposes -- for example, the use of video recorders for observation of performance skills in the Drama-Speech Department.
☐	☐	☐	☐	☐	9. The use of 8mm film loops for instruction should be encouraged and increased.

☐☐☐☐☐ 10. Simulation materials should be made more widely available.

☐☐☐☐☐ 11. The use of video tape, 8mm film and other appropriate media should be encouraged as a means for presentation of graduate research studies; e.g., theses.

☐☐☐☐☐ 12. Media should be more easily accessible to students.

☐☐☐☐☐ 13. The use of films for instruction should be increased.

☐☐☐☐☐ 14. Each department/school should have access to a collection of instructional materials in the new media formats.

☐☐☐☐☐ 15. There is a need for a campus film library available to all departments.

☐☐☐☐☐ 16. Projectionist service would encourage film use by instructors who are not using films at present.

☐☐☐☐☐ 17. Campus-wide services and facilities are needed for producing instructional materials such as video tapes and 8mm films.

☐☐☐☐☐ 18. A graphic artist is needed to work with faculty in the design of locally produced instructional materials.

☐☐☐☐☐ 19. Campus-wide production service should be funded without charge to departments for service.

☐☐☐☐☐ 20. A staff of professional media consultants is needed to facilitate production and use of instructional media.

☐☐☐☐☐ 21. Media consultants are needed to increase the effectiveness of instructional development.

☐☐☐☐☐ 22. Consultant service in programed instruction, computer-assisted instruction, and systems analysis should be provided in a campus-wide "instructional technology and resources" service.

☐☐☐☐☐ 23. There is a need for a campus-wide center which would service as a kind of "pharmacy" which can assemble media packages on the request of faculty.

☐☐☐☐☐ 24. A slide librarian is needed for the Art Department.

☐☐☐☐☐ 25. Seminars for faculty in the use of media and the presentation of information is needed to improve the use of media in instruction.

☐☐☐☐☐ 26. Students in teacher education programs need training in the use of media.

☐☐☐☐☐ 27. Basic training in the use of media should be provided for all graduate assistants.

☐☐☐☐☐ 28. There is an immediate need for systematic maintenance of existing audiovisual equipment.

☐☐☐☐☐ 29. A campus-wide service should be adopted to assure preventative maintenance, repair and trade-in of audiovisual equipment.

☐☐☐☐☐ 30. Due to the security problem, audiovusual equipment should be insured.

☐☐☐☐☐ 31. A union catalog of all mateials on campus (including those in departments) would facilitate wider use by all departments.

☐☐☐☐☐ 32.

☐☐☐☐☐ 33.

☐☐☐☐☐ 34.

☐☐☐☐☐ 35.

☐☐☐☐☐ 36.

☐☐☐☐☐ 37.

☐☐☐☐☐ 38.

☐☐☐☐☐ 39.

☐☐☐☐☐ 40.

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro
May, 1971

Appendix H

NUMERICAL RESPONSES TO
Media Services Opinionnaire*

Statement	UNDERGRADUATE 1	2	3	4	5	TOTAL	GRADUATE 1	2	3	4	5	TOTAL	FACULTY 1	2	3	4	5	TOTAL
1	50	128	127	35	18	358	31	54	53	16	8	162	42	74	68	15	7	206
2	95	167	84	12	8	366	44	70	47	14	3	178	28	85	68	24	6	211
3	41	104	142	69	6	362	19	50	60	35	10	174	34	57	73	29	9	202
4	79	111	76	10	4	360	30	73	52	14	4	173	56	86	47	14	5	208
5	206	116	33	6	2	363	94	59	19	7	2	181	109	70	21	7	4	211
6	64	88	122	49	34	357	31	49	53	22	6	161	25	53	83	19	7	187
7	46	84	129	65	38	362	24	54	55	27	13	173	33	52	57	43	19	204
8	128	157	63	14	2	364	66	49	38	10	3	166	62	73	45	11	6	197
9	58	122	134	33	9	356	30	58	49	21	7	165	22	52	84	26	9	193
10	64	146	128	15	5	358	36	59	51	16	4	166	23	53	79	19	8	182
11	67	135	123	24	7	356	50	49	45	20	10	174	29	52	67	31	15	194
12	158	158	37	8	3	364	68	61	37	8	2	176	55	64	68	14	5	206
13	111	157	84	7	5	364	36	64	60	13	3	176	28	67	80	23	8	206
14	178	148	44	5	5	380	63	68	31	9	1	172	75	85	38	7	2	207
15	186	122	35	7	4	354	76	57	38	5	1	177	104	63	27	12	7	213
16	64	154	105	29	6	358	34	58	58	18	8	176	57	67	48	21	10	203
17	52	134	139	31	4	360	39	46	64	18	4	171	64	67	47	22	10	210
18	33	81	164	69	13	360	21	37	65	29	15	167	50	55	49	31	11	196
19	66	118	128	34	8	354	41	49	53	13	11	167	66	60	44	16	12	198
20	43	107	125	75	7	357	27	47	60	19	16	169	50	57	54	32	11	204
21	42	125	152	35	6	360	24	53	61	20	11	169	43	60	51	33	14	201
22	48	100	134	46	11	339	34	48	62	14	9	167	47	61	49	30	8	195
23	65	140	107	35	8	355	33	58	54	19	8	172	35	67	49	30	12	193
24	60	91	113	63	14	341	22	22	63	20	20	147	21	26	36	29	15	127
25	111	132	93	21	2	359	39	67	43	18	6	173	52	60	60	21	11	204
26	205	111	40	2	4	362	94	52	20	6	3	175	86	70	28	10	4	198
27	105	148	88	16	4	361	53	57	45	15	6	176	48	77	44	24	15	208
28	98	161	82	11	4	356	57	56	30	12	3	158	97	53	35	8	4	197
29	86	155	105	12	2	360	51	58	51	9	2	171	100	62	28	8	1	199

NUMERICAL RESPONSES TO
Media Services Opinionnaire *
(Continued)

	UNDERGRADUATE					TOTAL	GRADUATE					TOTAL	FACULTY					TOTAL
Statement	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5	
30	137	144	68	8	3	360	79	48	34	5	3	169	94	57	33	6	6	196
31	191	123	35	4	5	358	91	43	29	7	2	172	86	73	32	6	8	205

* The Statements are weighted as indicated below

1. utmost importance
2. very important
3. average importance
4. little importance
5. no importance

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PERCENTAGE RESPONSES TO

Media Services Opinionnaire*

Statement	UNDERGRADUATE					GRADUATE					FACULTY				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1	14	36	35	10	5	19	33	33	10	5	20	36	33	7	3
2	26	46	23	3	2	25	39	26	8	2	13	40	32	11	3
3	11	29	39	19	2	11	29	34	20	6	17	28	36	14	4
4	22	53	21	3	1	17	42	30	8	2	27	41	23	7	2
5	57	32	9	2	1	52	33	10	4	1	52	33	10	3	2
6	18	25	34	14	10	19	30	33	14	4	13	28	44	10	4
7	13	23	36	18	10	14	31	32	16	8	16	25	28	21	9
8	35	43	17	4	1	40	30	23	6	2	31	37	23	6	3
9	16	34	38	9	3	18	35	30	13	4	11	27	44	13	5
10	18	41	36	4	1	22	36	31	10	2	13	29	43	10	4
11	19	38	35	7	2	29	29	26	11	6	15	27	35	16	8
12	43	43	10	2	1	39	35	21	5	1	27	31	36	7	2
13	30	43	23	2	2	20	36	34	7	2	14	33	39	11	4
14	47	39	12	1	1	37	40	18	5	1	36	41	18	3	1
15	52	34	10	2	1	43	32	21	3	1	49	30	13	6	3
16	18	43	29	8	1	19	33	33	10	5	28	33	24	10	5
17	14	37	39	9	1	23	27	37	11	2	30	32	22	10	5
18	9	23	46	19	4	13	22	39	17	9	26	28	25	16	6
19	19	33	36	10	2	25	29	32	8	7	33	30	22	8	6
20	12	30	35	21	2	16	28	36	11	9	25	28	26	16	5
21	12	35	42	10	2	14	31	36	12	7	21	30	25	16	7
22	14	29	40	14	3	20	29	37	8	5	24	31	25	15	4
23	18	39	30	10	2	19	34	31	11	5	18	35	25	16	6
24	18	27	33	18	4	15	15	43	14	14	17	20	28	23	12
25	31	37	26	6	1	23	39	25	10	3	25	29	29	10	5
26	57	31	11	1	1	53	30	11	3	2	43	35	14	5	2
27	29	41	24	4	1	30	32	26	9	3	23	37	21	12	7
28	28	45	23	3	1	36	35	19	8	2	49	27	18	4	2
29	24	43	29	3	1	30	34	30	5	1	50	31	14	4	1
30	38	40	19	2	1	47	28	20	3	2	48	29	17	3	3
31	53	34	10	1	1	53	25	17	4	1	42	36	16	3	4

* The statements are weighted as indicated below

1. utmost importance
2. very important
3. average importance
4. little importance
5. no importance

University Ad Hoc Committee on Instructional Media
University of North Carolina at Greensboro
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RANKING OF RESPONSES TO

Media Services Opinionnaire *

	UNDERGRADUATE					GRADUATE					FACULTY				
Statement	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1		X	X				X	X				X	X		
2		X					X					X	–		
3		–	X				–	X				–	X		
4		X					X	–				X			
5	X					X					X				
6		–	X				X	X					X		
7			X				X	X				X	X	X	
8	–	X				X	–				–	X			
9		X	X				X	X					X		
10		X	X				X	X					X		
11		X	X			X	X	X				–	X		
12	X	X				X	X				–	X	X		
13		X					X	X				–	X		
14	X	–				X	X				X	X			
15	X					X	–				X				
16		X					X	X			X	X	–		
17		X	X				–	X			X	X	–		
18			X					X			X	X	X		
19		X	X			–	X	X			X	X	–		
20		X	X				–	X			X	X	X		
21		–	X				X	X			–	X	X		
22		–	X				–	X			–	X	–		
23		X	–				X	X				X	–		

RANKING OF RESPONSES TO

Media Services Opinionnaire* (Continued)

Statement	UNDERGRADUATE					GRADUATE					FACULTY				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24		–	X					X				–	X	X	
25	–	X	–				X				–	X	X		
26	X					X					X	–			
27	–	X				X	X	–				X			
28		X				X	X				X				
29		X				X	X	X			X				
30	X	X				X					X				
31	X					X					X	–			

* The statements are weighted as indicated below

1. utmost importance
2. very important
3. average importance
4. little importance
5. no importance

"X" indicates ranking with the highest percentage. When two or more rankings are within five percentage points the rankings will be marked "X"

"_" indicates a ranking from 6 - 12 percentage points from highest ranking.

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ANALYSIS OF STATEMENTS IN MEDIA SERVICES OPINIONNAIRE

The attached sheets present ranking of statement by faculty, graduates, and undergraduates. The following key was used in preparing the graphs.

Statements appear in numerical order at top pf page

1. First statement

FACULTY	5	no importance
	4	little importance
	3	average importance
	2	very important
	1	utmost importance

GRADUATE STUDENTS	5	no importance
	4	little importance
	3	average importance
	2	very Important
	1	utmost importance

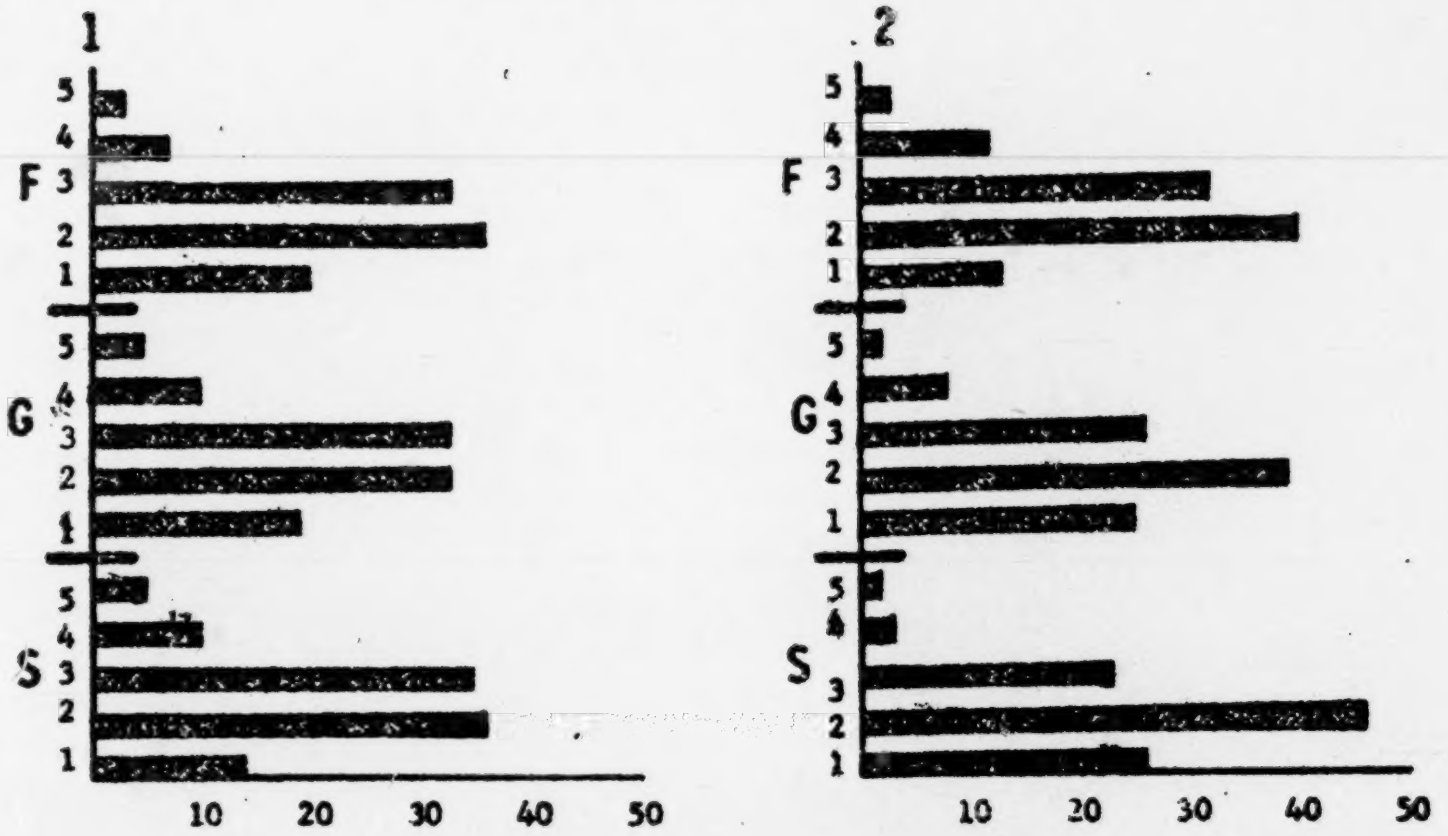
UNDER-GRADUATE STUDENTS	5	no importance
	4	little importance
	3	average importance
	2	very important
	1	utmost importance

1. University policies, such as the method of measuring "teaching load" should be modified to encourage new approaches such as team teaching.

2. Increased use of instructional media is one of the best ways of stimulating better teaching and learning.

3. Improvement of facilities; e.g. room darkening, would encourage utilization of media.

4. Improved media services would assist instructional improvement.

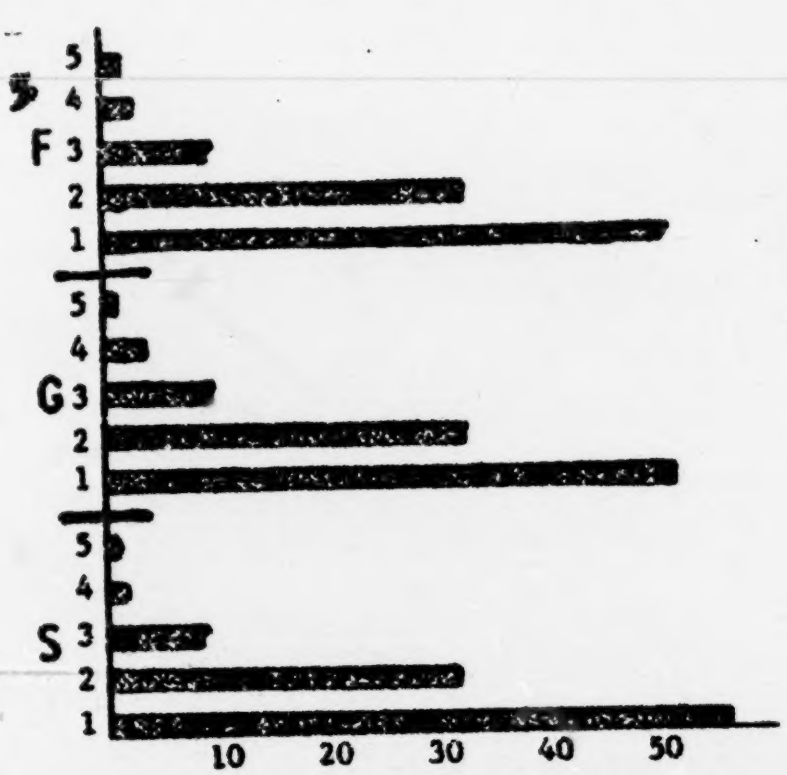


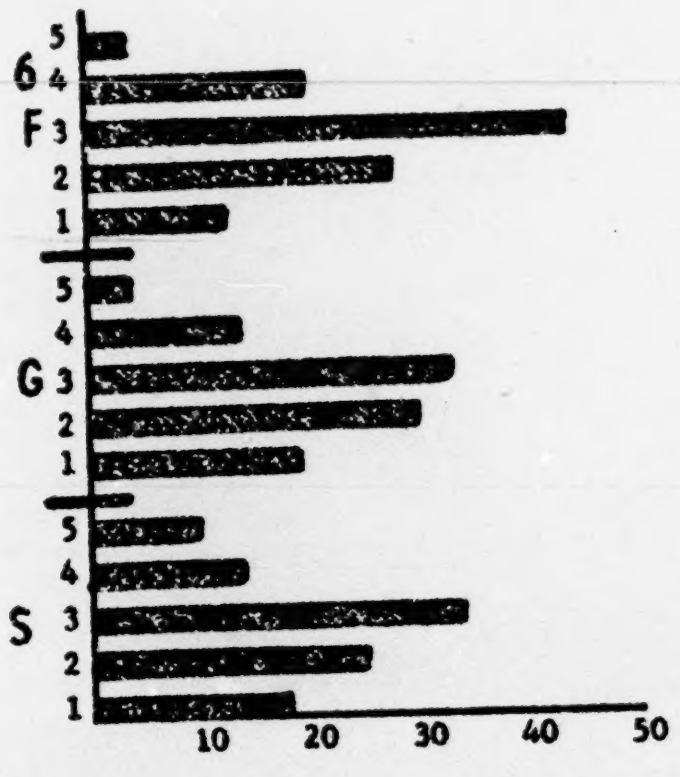
5. Audiovisual equipment should be readily available for use throughout the campus.

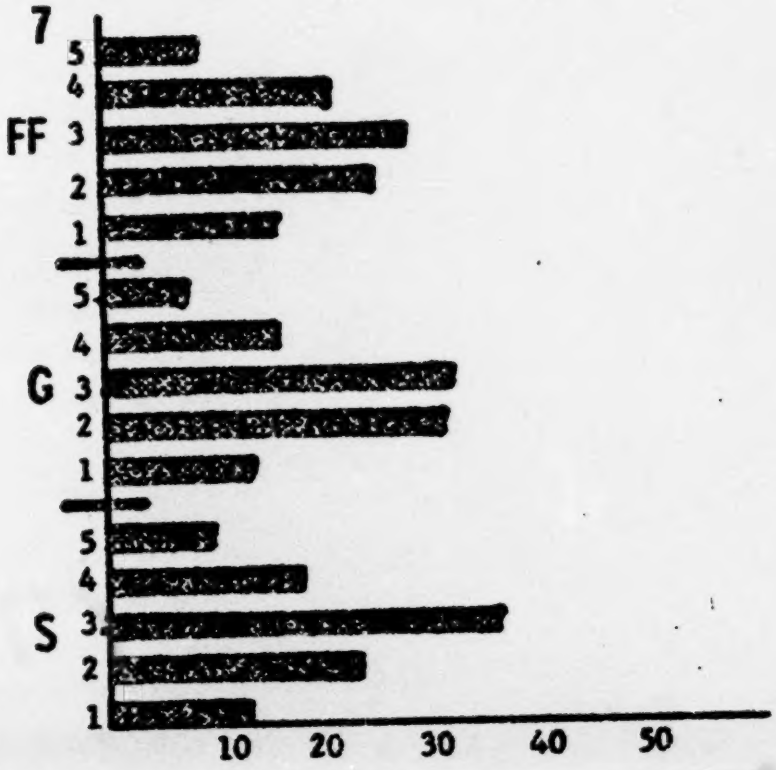
6. Other departments should consider the use of the audio-tutorial approach such as is used in the general biology labs.

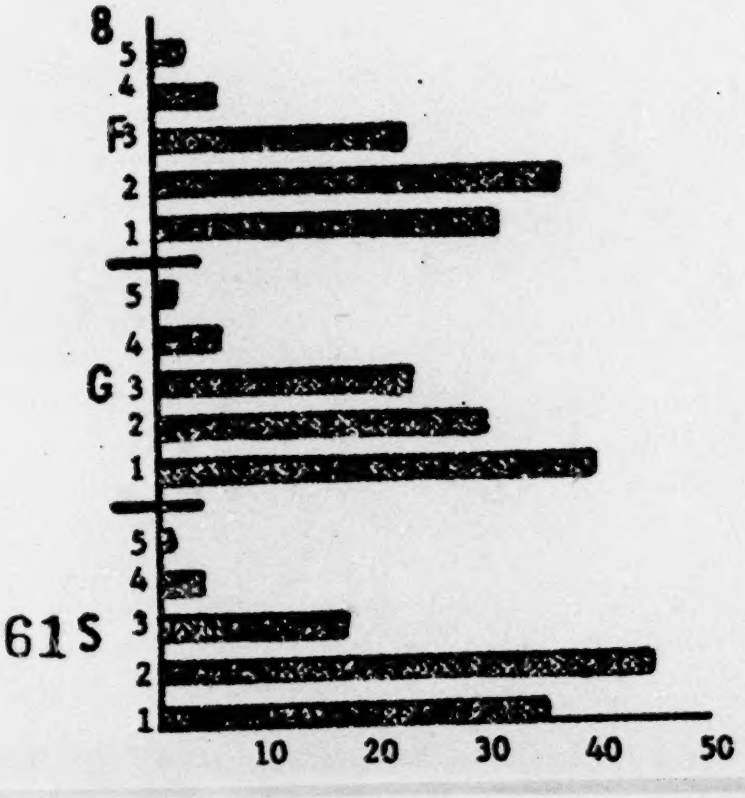
7. The use of closed circuit television on a campus-wide basis should be considered.

8. Virtually every department needs additional media equipment for special purposes--for example, the use of video recorders for observation of performance skills in the Drama-Speech Department.







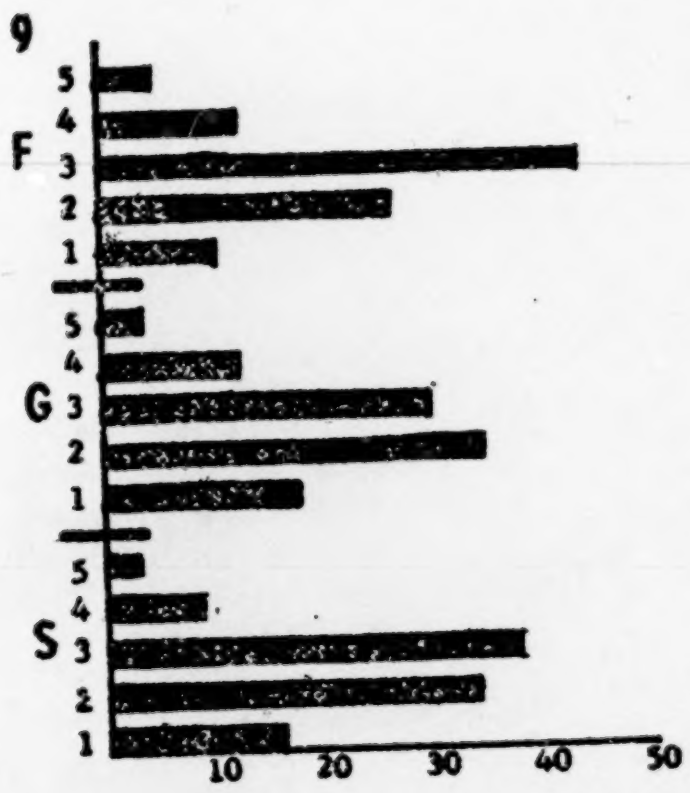


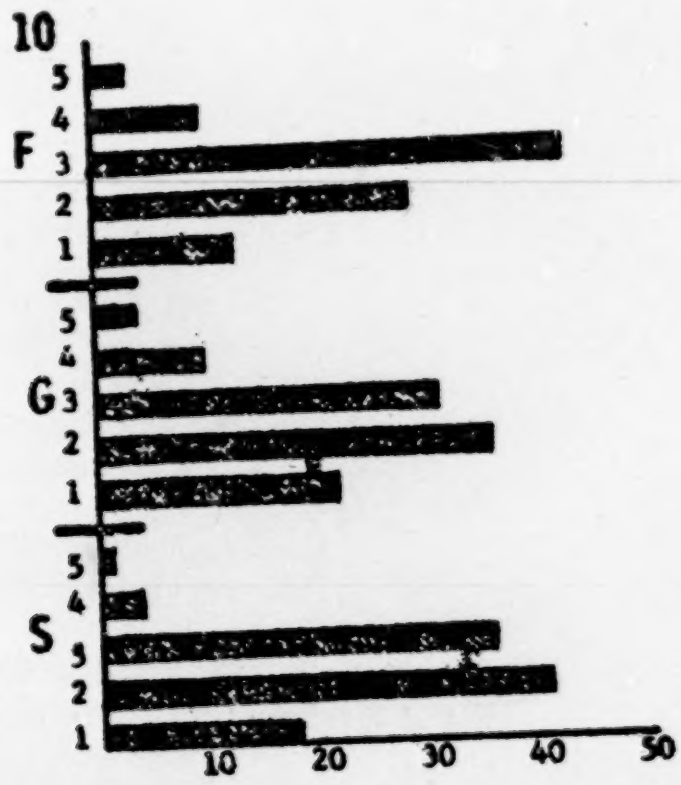
9. The use of 8mm film loops for instruction should be encouraged and increased.

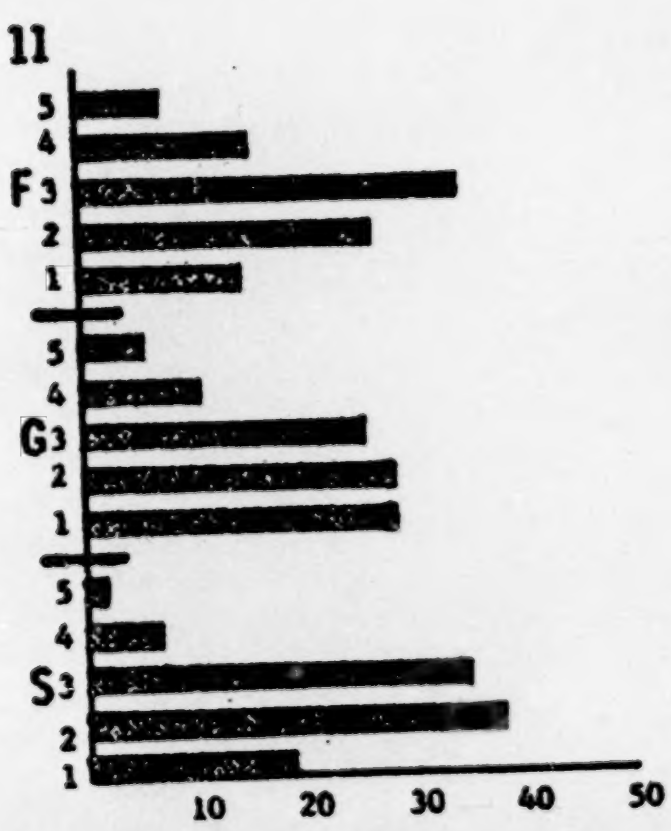
10. Simulation materials should be made more widely available.

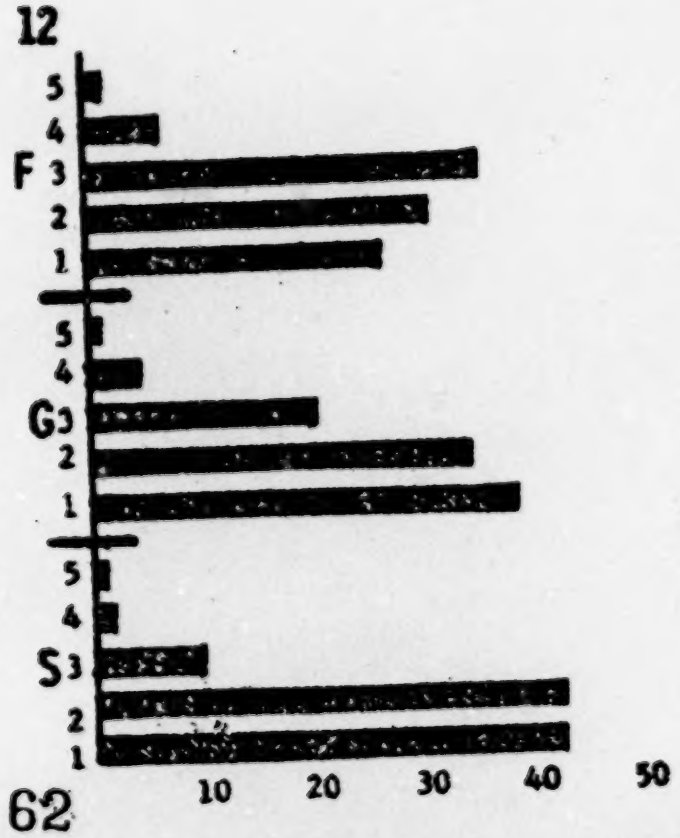
11. The use of video tape, 8mm film and other appropriate media should be encouraged as a means for presentation of graduate research studies: e.g. Theses.

12. Media should be more easily accessible to students.







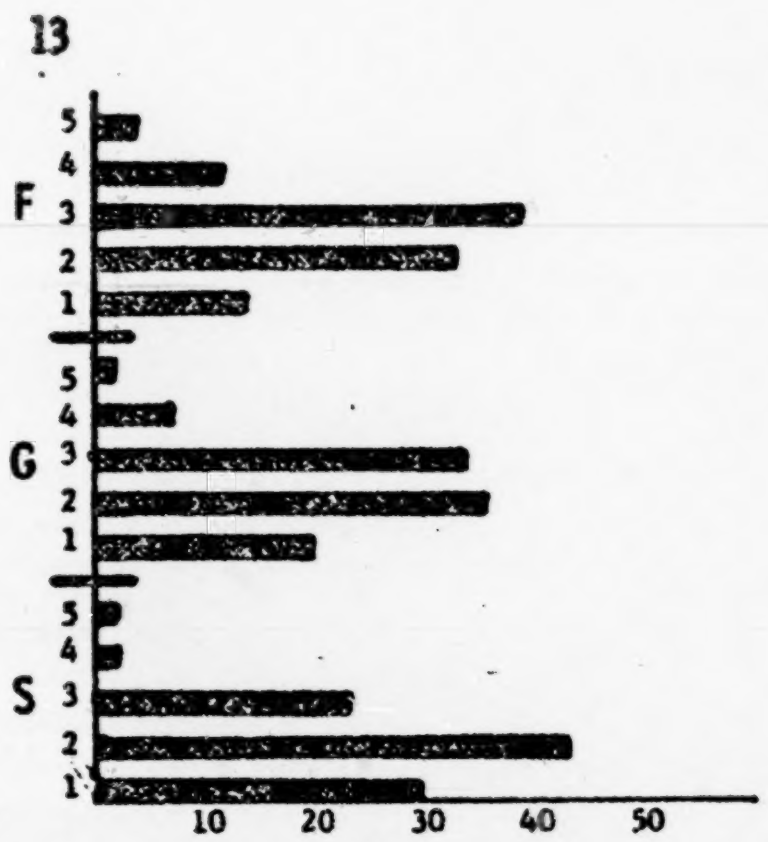


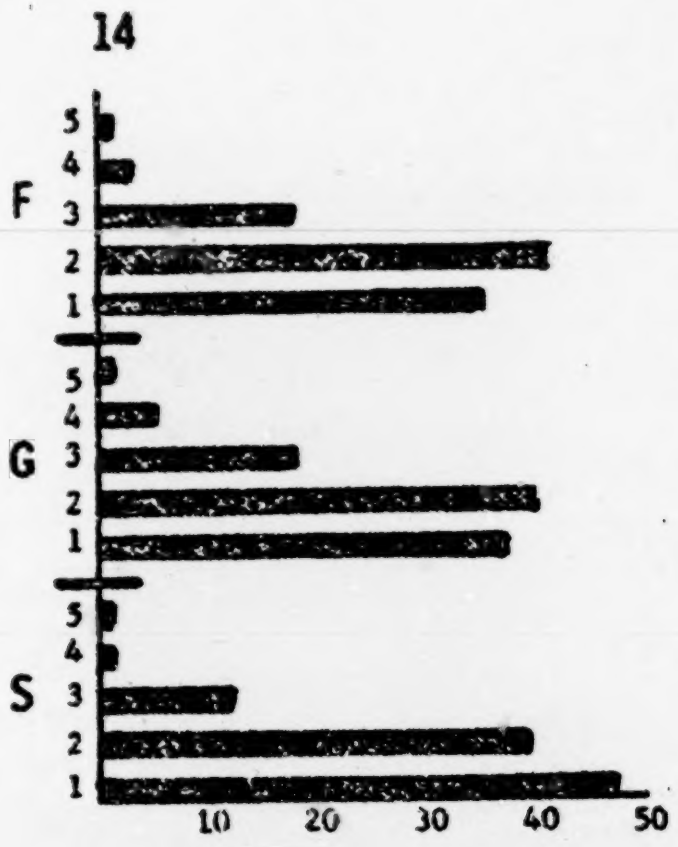
13. The use of films for instruction should be increased.

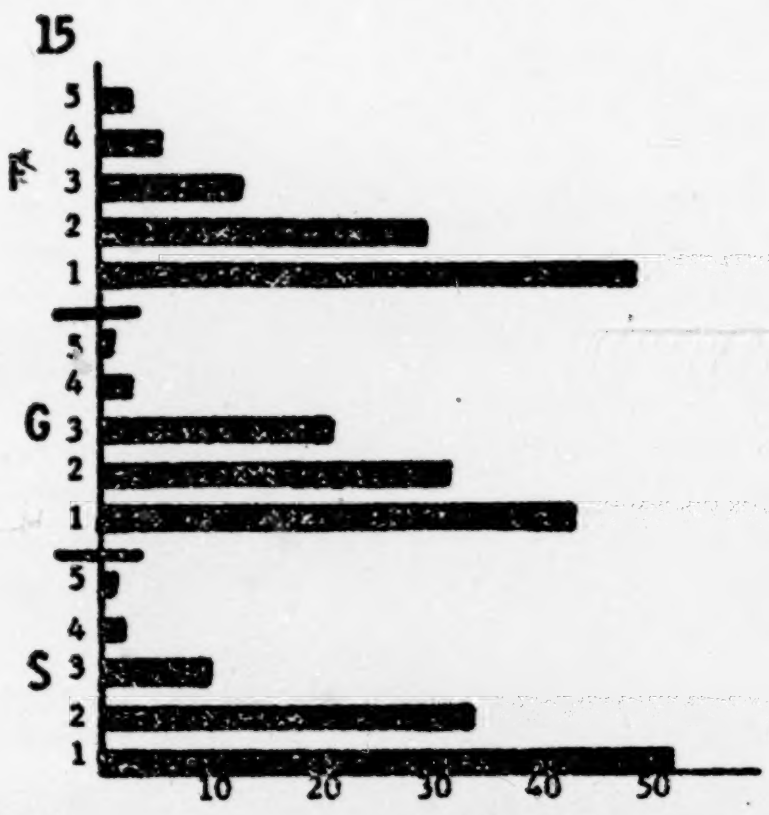
14. Each department/school should have access to a collection of instructional materials in the new media formats.

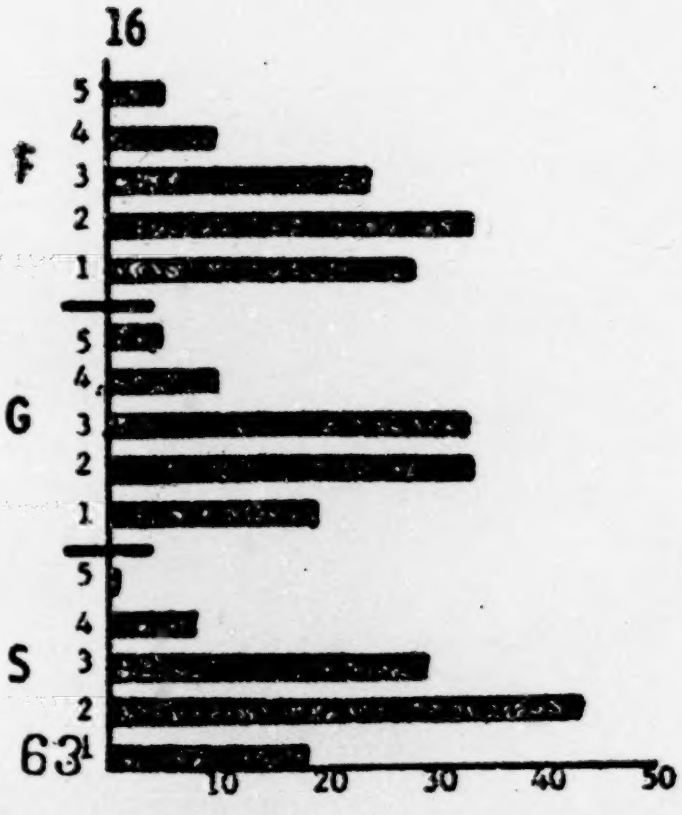
15. There is a need for a campus film library available to all departments.

16. Projectionist service would encourage film use by instructors who are not using films at present.







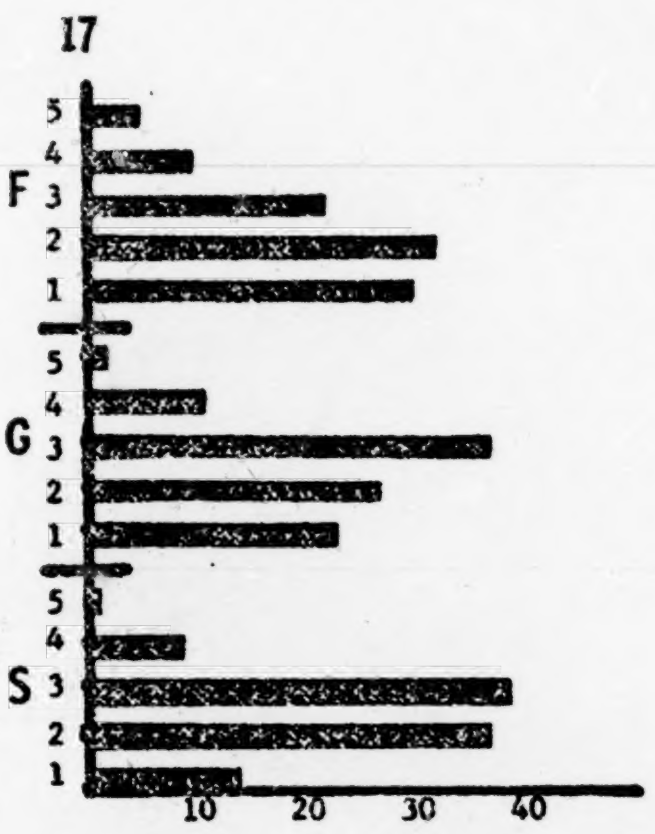


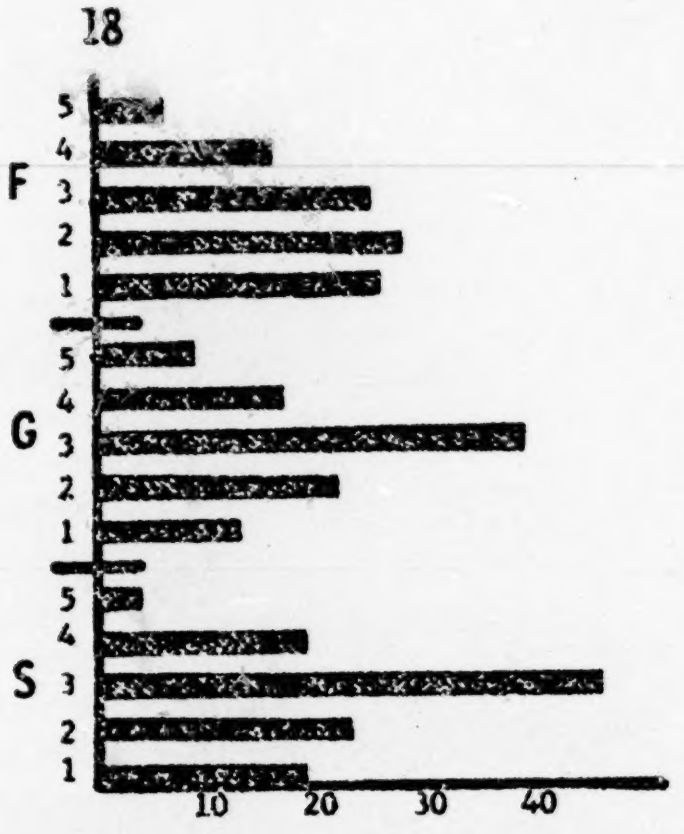
17. Campus-wide services and facilities are needed for producing instructional materials such as video tapes and 8mm films.

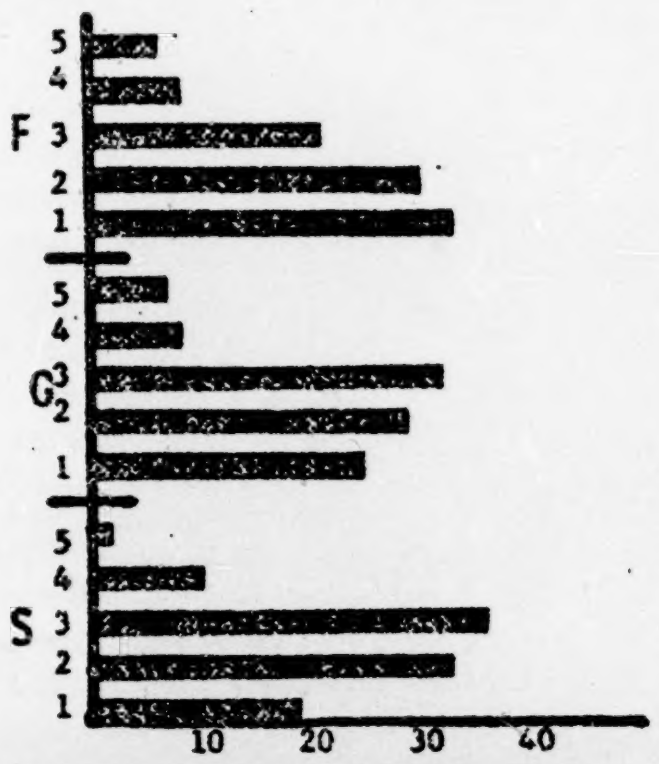
18. A graphic artist is needed to work with faculty in the design of locally produced instructional materials.

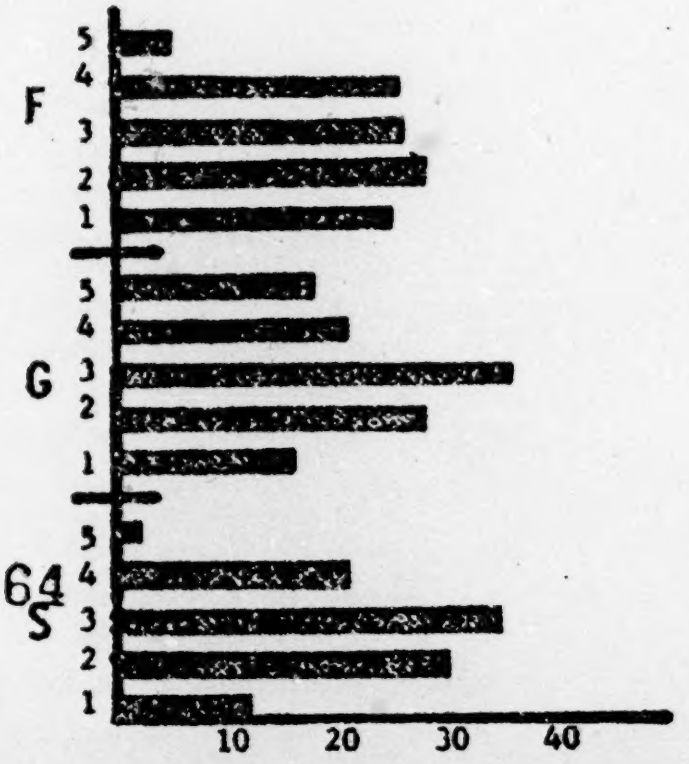
19. Campus-wide production service should be funded without charge to departments for service.

20. A staff of professional media consultants is needed to facilitate production and use of instructional media.







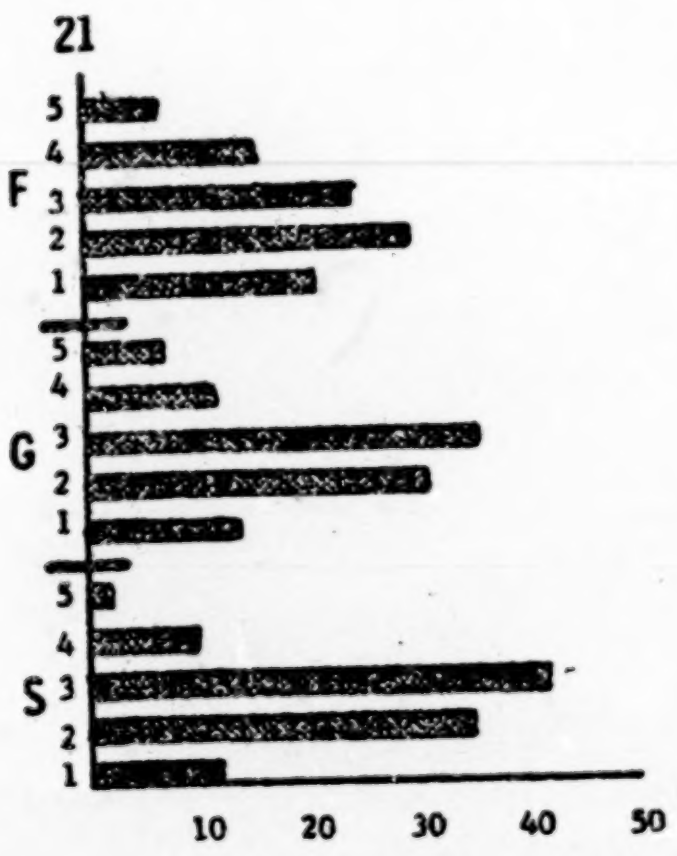


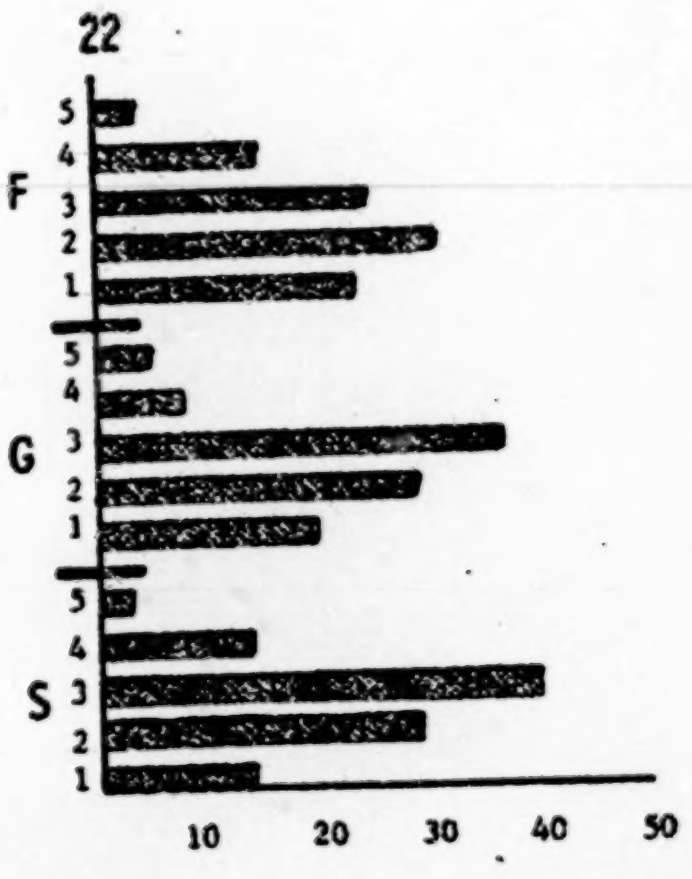
21. Media consultants are needed to increase the effectiveness of instructional development.

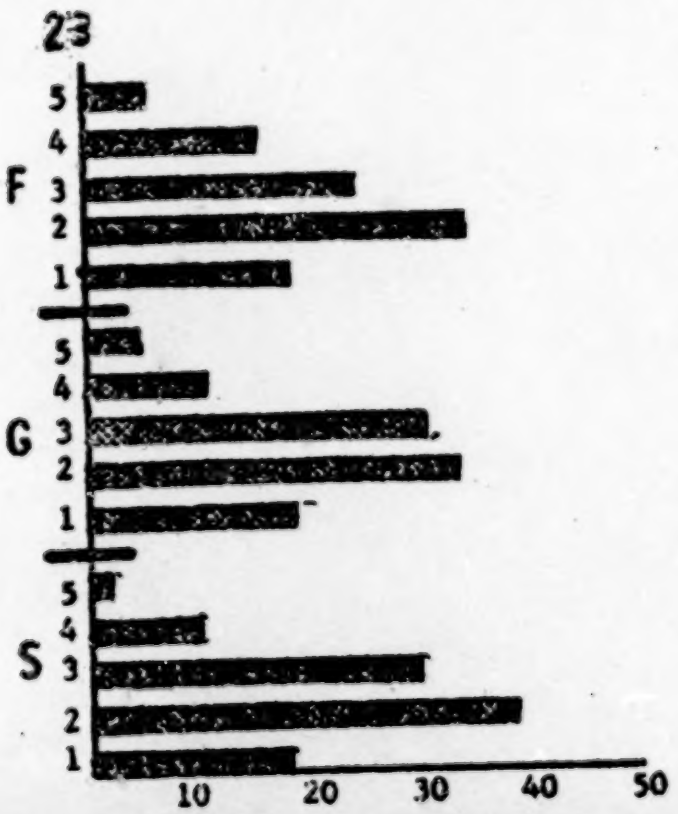
22. Consultant service in programed instruction, computer-assisted instruction and systems analysis should be provided in a campus wide "instruction technology and resources" service.

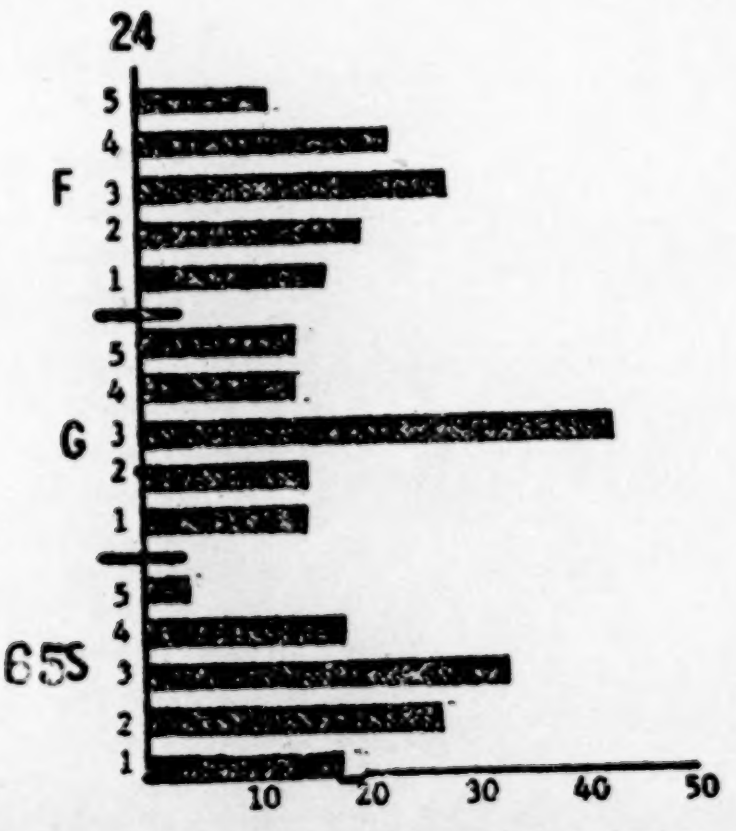
23. There is a need for a campus-wide center which would serve as a kind of "pharmacy" which can assemble media packages on the request of faculty.

24. A slide librarian is needed for the Art Department.







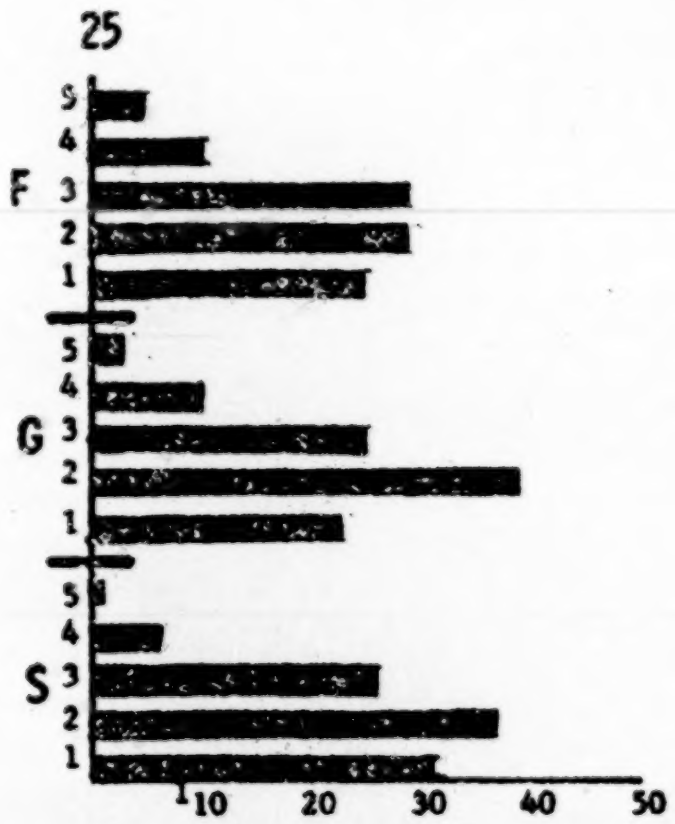


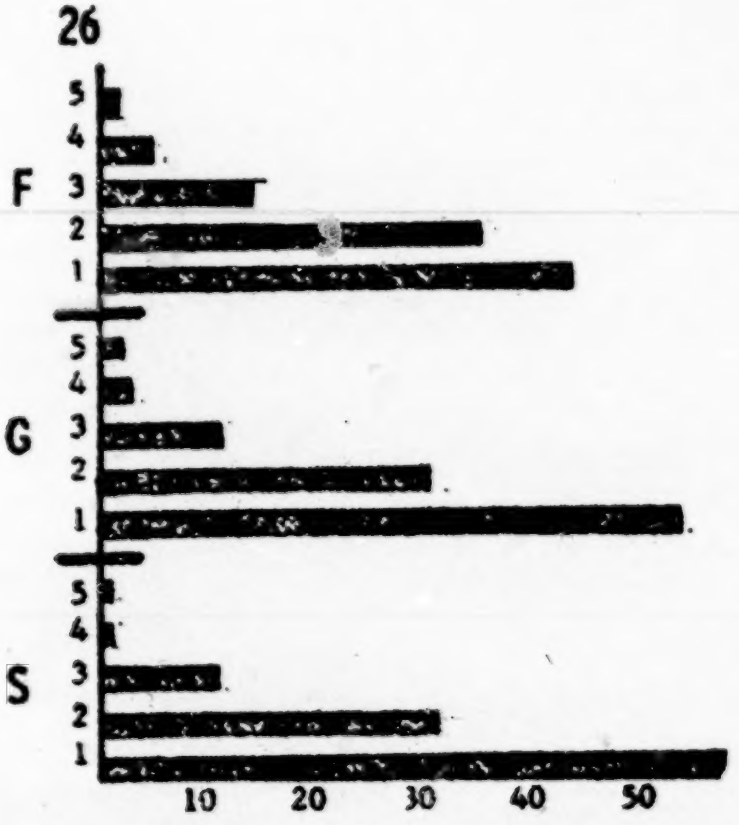
25. Seminars for faculty in the use of media and the presentation of information is needed to improve the use of media in instruction.

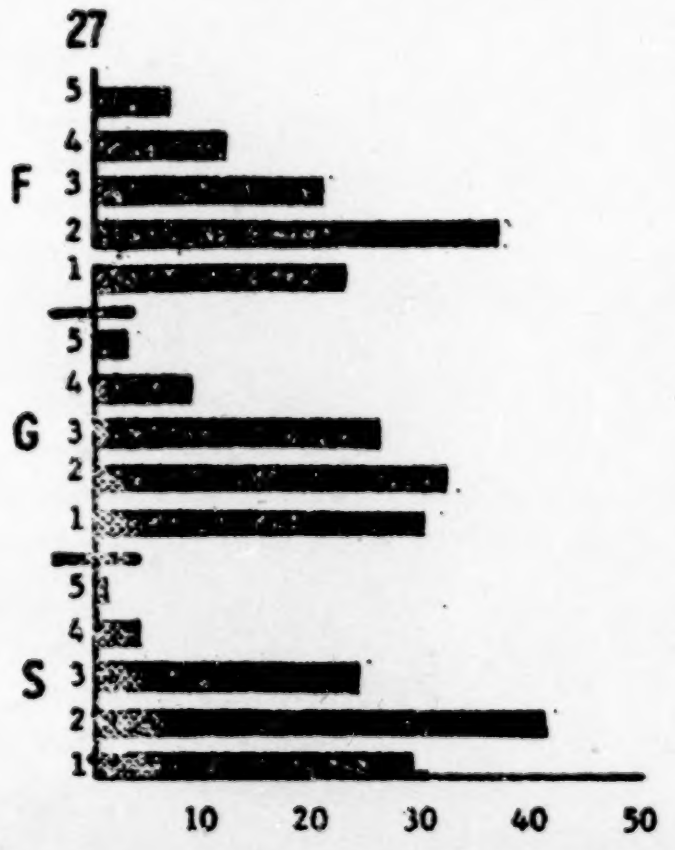
26. Students in teacher education programs need training in the use of media.

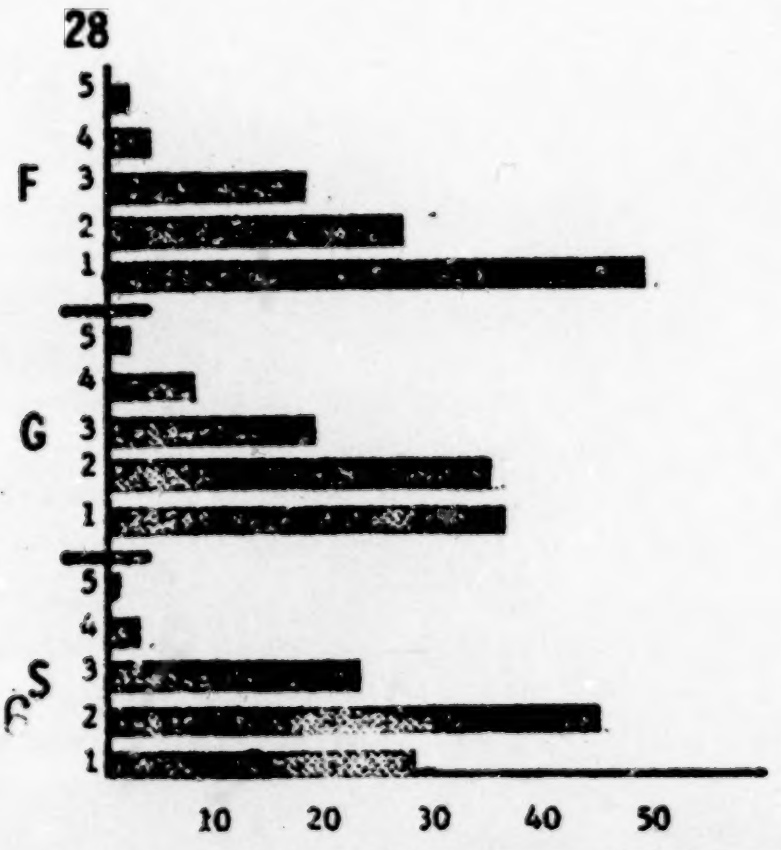
27. Basic training in the use of media should be provided for all graduate assistants.

28. There is an immediate need for systematic maintenance of existing audio-visual equipment.









29. A campus-wide service should be adopted to assure preventative maintenance, repair and trade-in of audiovisual equipment.

30. Due to the security problem, audiovisual equipment should be insured.

31. A union catalog of all materials on campus (including those in departments) would facilitate wider use by all departments.